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ABSTRACT

This module on successful study habits is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module contains teacher and student materials that are planned to allow students to identify areas that they need to improve in order to perform their best in school and still have time to spend doing other activities. Three units cover the following topics: (1) time management; (2) developing effective learning techniques; and (3) effective test taking. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

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SUCCESSFUL STUDY HABITS

Developed by the
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FOREWORD

The Successful Living Skills series is intended to help people become more self-sufficient in their personal and professional lives. The series contains fourteen (14) modules ranging in subjects from Basic Automotive Responsibilities to Managing Personal Matters to Effective Employment Practices. Each module takes the student through the important areas within the subject matter to ensure a basic working knowledge.

The *Successful Study Habits* module will help the students develop those skills necessary to manage their time, develop effective techniques, and prepare and take tests. This module will allow student to identify areas that they need to focus in order to perform their best in school and still have time to spend doing other activities. The module also introduces students to learning techniques that help develop more positive productive learning. Finally, the students can monitor their test taking performances to help evaluate which study techniques work best per individual.

Dr. Roy Peters, Jr., Director
State Department of Vocational
and Technical Education

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OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Managing Personal Matters
Effective Employment Practices
Successful Study Habits
Effective Communication
Basic Automotive Responsibilities
Responsible Citizenship Practices
Basic Shelter Responsibilities
Development of Financial Skills
Successful Clothing Management
Effective Social Skills
Personal Health and Safety
Securing Information
Personal Meal Alternatives

USE OF THIS PUBLICATION

Instructional Units

Successful Study Habits includes three instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance, objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following

- A. Amount of material that can be covered in each class period
- B. Skills that must be demonstrated
 - 1. Supplies and equipment needed
 - 2. Amount of practice needed
 - 3. Amount of class time needed for demonstrations
- C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
- D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

- A. Name — The individual supplies a name for objects, events, or people

Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

- B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Supplements (white pages)

Supplements are additional teaching aids that support portions of the Information Sheet. Supplements include such activities as games, puzzles and additional information (which is intended to be used as the instructor deems necessary.)

Supplements may be photo-copied for classroom use only.

Transparency Masters (white pages)

Transparency master provide information in a special way. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedure outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (White pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students demonstrations of the desired skills.

The tests are in the instructor's book only, but may be photo-copied for classroom use only.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

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Technical Education
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TIME MANAGEMENT UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to develop a time plan and analyze effective use of time. This knowledge will be shown by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define *time management*.
2. Match terms associated with time management to their correct definitions.
3. Select from a list influences on use of time.
4. Name time traps.
5. Identify time wasters.
6. State ways to manage time efficiently.
7. Select from a list ways to overcome procrastination.
8. Describe how a written time plan helps in time management.
9. Select from a list guidelines for making a written time plan.
10. State time-saving ideas.
11. Identify personal time wasters.
12. Analyze personal reasons for procrastination.
13. Analyze time management skills.
14. Organize personal thoughts about time management.
15. Develop a time plan.

TIME MANAGEMENT
UNIT I

SUGGESTED ACTIVITIES

- I. Unit contents
 - A. Objective sheet
 - B. Suggested activities
 - C. Information sheet
 - D. Transparency master: TM #1 — The Basics of Managing Your Time
 - E. Assignment sheets
 1. Assignment Sheet #1 — Identify Personal Time Wasters
 2. Assignment Sheet #2 — Analyze Personal Reasons for Procrastination
 3. Assignment Sheet #3 — Analyze Time Management Skills
 4. Assignment Sheet #4 — Organize Personal Thoughts About Time Management
 5. Assignment Sheet #5 — Develop a Time Plan
 - F. Answers to assignment sheets
 - G. Test
 - H. Answers to test
- II. Instructor's guide
 - A. Obtain materials to supplement unit.
 1. Books
 - a. Bailey, Lorraine Hensel. *Time to Spare*. New York: Gregg Division, McGraw-Hill Book Company, 1978.
 - b. Davenport, Rita. *Making Time, Making Money*. New York: St. Martin's Press, Inc., 1982.
 2. Audio tape — *Managing Time, So It Doesn't Manage You*. Audio cassette. Available from Rita Davenport, P. O. Box 11932, Phoenix, Arizona 85061.
 - B. Begin one week before introducing unit to have students collect information relating to usage of time; make space available for posting their findings.
 - Collect information on ways they catch themselves wasting time; observations of how other people save time; newsletter clippings or magazine articles; their personal feelings about time.
 - C. Make transparency.

SUGGESTED ACTIVITIES

- D. Provide students with objective sheet.

Encourage students to record their actual use of time for a given period (one to three days) before doing Part I of Assignment sheet #5.

August 12, 19	
:00 :15 :30 :45	ACTIVITY
12 + + +	
1 + + +	
2 + + +	
3 + + +	
4 + + +	
5 + + +	
6 + + +	
7 + + +	
8 + + +	
9 + + +	
10 + + +	
11 + + +	
12 + + +	
1 + + +	

(NOTE: Encourage students to report the benefits of keeping a time log and its value in improving the use of time.)

SUGGESTED ACTIVITIES

E. Introduce unit and specific objectives.

- Have students react to statements or phrases related to time on chalkboard, transparencies, or posters:
- If a minute were treated like a dollar, . . .
- Time is the scarcest resource and unless it is managed, nothing else can be managed. (Peter Drucker)
- A minute gone is gone forever. (Anonymous)
- Many of us spend half our time wishing for things we could have if we didn't spend half our time wishing. (Alexander Woollcott)
- It is more important to do the right thing than to do things right. (Peter Drucker)
- Take time to smell the roses.

F. Provide students with information and assignment sheets.

G. Discuss information and assignment sheets.

1. Emphasize the definition of time in Information Sheet, Section I, by arranging student contact with a busy person who values time. Invite a young parent with several small children, worker with two jobs, politician, doctor, high school principal, and/or a college student. Have students describe how busy person uses time, how busy person saves time, what the person does to make saving time a top priority, how the person related to the definition of time management.

(NOTE: You may find it helpful to arrange a panel of busy people to appear in class or arrange for personal interviews between students and people that you select.)

2. Stress the interrelationships of influences on use of time in Information Sheet, Section III. Use the transparency to reinforce information.
 - Have students rank a set of given activities. An example of a set of activities is eating balanced meals, sleeping at least eight hours, reading about current events, exercising, grooming, shopping. Obtain ranking of same list from at least one person not in school; discuss why rankings vary.
 - Divide class into groups with each group taking the role of a busy person. Explain that each group is to write a daily "to do" list and include going to the dentist. Allow time for each group to report on their busy person's activities as well as explaining the priority that their person placed on going to the dentist.

SUGGESTED ACTIVITIES

3. Introduce Information Sheet, Sections IV and V by having students use information obtained during the week before the unit began.

- Use chalkboard or overhead projector to record their symptoms, feelings, and suggestions related to use of time.

Symptoms	Feelings	Suggestions for Making Better Use of Time
Unprepared to start the day	Your life is out of control	Prepare for next day before going to bed Get up on time; this can take some of the hurry out of the morning
Unsure if time should be spent with family or on job-related tasks	Persistent frustration	Determine your priorities
Too much time deciding; too little time acting	Hopeless futility	Make a written time plan Take a positive attitude toward achieving goals

4. Before students complete Assignment Sheets #1 and #2, emphasize that time passes at a predetermined rate and that time management is not a question of managing the clock, but of managing ourselves with respect to a clock.
5. Present Information Sheet, Sections VI and VII before having students complete Assignment Sheet #3. If possible, have students role play Part I; allow students to discuss the questions in large or small groups. Emphasize that Part II has no right or wrong answers but is designed to help organize students' thoughts about their personal time management skills.
6. Before helping students complete Assignment Sheet #4, stress that time management and self-image are related. Emphasize that there are no right or wrong answers and that this is not a graded assignment.
 - Use audio tape, *Managing Time, So It Doesn't Manage You*, to introduce assignment sheet.
 - Write on chalkboard Greg Daneke's statement, "Planning is not forecasting or predicting the future; rather, it is the creation of the future," before introducing Assignment Sheet #4.

(NOTE: Greg Daneke is a highly respected consultant to big business and government on natural resource planning.)

SUGGESTED ACTIVITIES

7. Summarize the importance of a written time plan and practical time-saving ideas to successful use of time. Use Information Sheet, Sections VIII and IX and ask students to add to the listing of ideas given in Information Sheet, Section X before assigning Assignment Sheet #5.

- Demonstrate use of equipment (such as trays and carts) to save time.
- Invite an English teacher or reading specialist to speak to students on how to increase reading speed.

H. Develop appropriate learning activities for special needs students.

I. Give test.

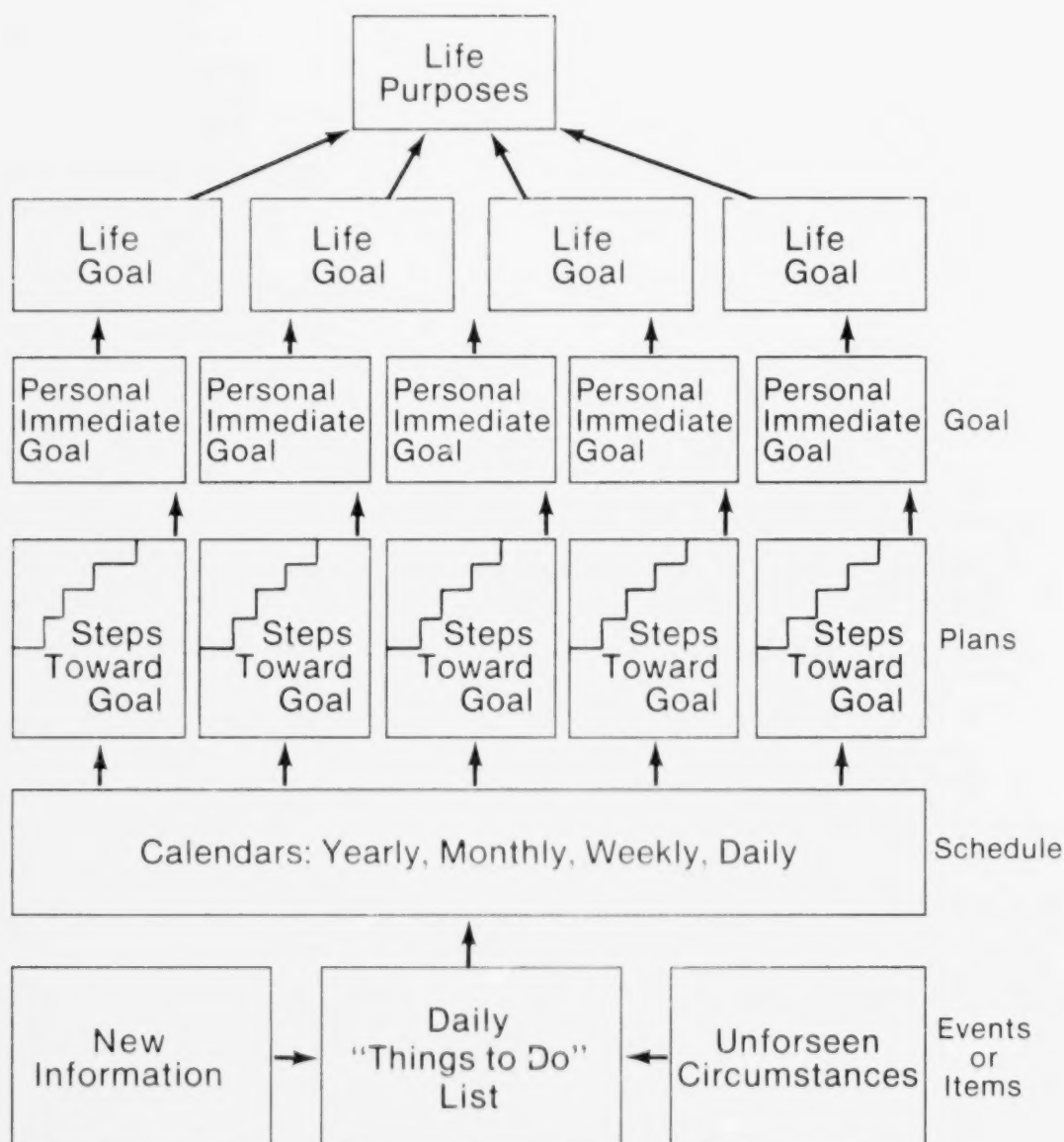
J. Reteach and retest if necessary.

III. Unit references

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- B. Bauer, Jean W. *It's Time!* West Lafayette, Indiana: Purdue University, Cooperative Extension Service, n.d.
- C. Blackwell, Dorothy G. *It's About Time*, Bulletin T4301. Stillwater, Oklahoma: Oklahoma State University, Home Economics Cooperative Extension Service, 1977.
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- F. Goodspeed, Lila, and Eleanor Smith. Revised and adapted by Jeanne Brinkley. *This Is the Life*. Peoria, Illinois: Bennett Publishing Co., 1981.
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- H. Mackenzie, R. Alec. *The Time Trap*. New York: McGraw-Hill Book Company, 1975.
- I. *Management for You*, Bulletin 4-H209. Gainesville, Florida: University of Florida, Cooperative Extension Service, n.d.
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The Basics of Managing Your Time

(Managing Your Life)



TIME MANAGEMENT
UNIT I

INFORMATION SHEET

- I. Time management — Planning use of time in a way that will bring the greatest satisfaction and personal rewards

(NOTE: Of all resources, time appears to be the least understood and the most mismanaged. The term *time management* is actually misused. In the strict sense one does not manage time because a minute gone is gone forever.)

- II. Terms and definitions associated with time management

- A. Procrastination — Act of putting off doing something until a future time
- B. Inertia — Tendency to remain in a fixed condition without change
- C. Priority — Task or activity considered worthy of receiving attention before another
- D. Philosophy — Particular system of principles for the conduct of life
- E. Consequence — Result or outcome of an action or process
- F. Incentive — Something that encourages or motivates one to take action or to work harder
- G. Dovetail tasks — To do more than one thing at a time
(NOTE: *Dovetail* means to fit together into a whole.)
- H. Trivia — Unimportant matters or activities

- III. Influences on use of time

- A. Your goals, values, and standards

EXAMPLES: Move into a nicer house; make the basketball team; have a microwave oven

- B. Your responsibilities in life

EXAMPLES: Care for younger children or ill grandparent; prepare evening meal; hold part-time job

- C. Your ability to plan, organize, and perform a task

- IV. Time traps

- A. Procrastination
- B. Fear

INFORMATION SHEET

- C. Making work expand to fit the time available
- D. Disorganization
- E. Inertia

EXAMPLE: Excessive television watching can make people reluctant to exert themselves.

V. Time wasters

Time Waster	Possible Cause	Possible Ways to Prevent
Lack of planning	Failure to see the benefit	Recognize that planning takes time but saves time in end
	Making work expand to fit the time available	Emphasize results, not activity
	Success without it	Recognize that success is often in spite of, not because of, methods
Lack of priorities	Lack of goals and objectives	Write down goals and objectives
		Discuss priorities with parents, teachers, friends, counselors
Overcommitment	Broad interests	Say no
	Confusion in priorities	Put first things first
	Failure to set priorities	Develop a personal philosophy of time; relate priorities to a schedule of events
Crisis	Lack of planning	Apply the same solutions as for lack of planning
	Unrealistic time estimates	Allow more time; allow for interruptions
Haste	Impatience with detail	Take time to get it right; save the time of doing it over
	Responding to the urgent	Distinguish between the urgent and the important

INFORMATION SHEET

Time Waster	Possible Cause	Possible Ways to Prevent
Haste (cont'd)	Lack of planning ahead	Take time to plan; it repays itself many times over
	Attempting too much in too little time	Attempt less
Paperwork and reading	Knowledge explosion	Read selectively; learn speed reading
Routine and trivia	Lack of priorities	Set and concentrate on goals
Indecision	Lack of confidence in the facts	Improve fact-finding and validating procedures
	Lack of a rational decision-making process	Get facts, set goals; investigate alternatives and negative consequences, make the decision, and implement it

VI. Ways to manage time efficiently

A. Establish goals

(NOTE: Setting goals helps to prevent wasting time on activities that are not important to you.)

B. Determine priorities

(NOTE: Time does not permit us to do all the things that our conscience or imagination tells us we might do.)

C. Make a realistic time plan

EXAMPLES: Make a daily "to do" list.
Set realistic deadlines.
Use small amounts of time.
Distribute work and recreational activities throughout week.
Alternate heavy and light tasks.
Include rest periods.

D. Be decisive

(NOTE: Indecision wastes time and causes worry. Routine decisions or those that do not involve large amounts of time, money, or effort should be made in as short a time as possible.)

INFORMATION SHEET

E. Eliminate unnecessary jobs

EXAMPLE: When you wash dishes, you might let them drip dry instead of drying them yourself; you can do your homework or another job while the dishes are drying and then put them away.

F. Delegate responsibilities

EXAMPLE: Plan work so that other family members, roommates, or club members can share responsibilities.

G. Dovetail tasks

EXAMPLE: Wash hair brushes while shampooing.

H. Work faster

(NOTE: It is easy to waste time, particularly if you don't like the job; however, most people can learn to work faster.)

I. Offer yourself an incentive

EXAMPLES: Plan to get your homework done by noon on Saturday so that you can go skating with friends.

If you get your share of the household work done before supper, you can read a book or practice the guitar after supper.

J. Eliminate procrastination

K. Develop habits that save time

EXAMPLES: Keep your clothes and personal things ready to use.
Put things back in their place every time.

Buy permanent-press clothes rather than clothing that needs frequent ironing.

Handle items only once; time is wasted when you have to go back and finish a job.

L. Evaluate your use of time regularly

(NOTE: Think about what time of day you work best. Do you try to accomplish your hardest jobs during that time?)

VII. Ways to overcome procrastination

A. Reduce the amount of time it takes to accomplish a task

(NOTE: This is especially important for routine jobs and for jobs you dislike.)

B. Plan to work at the time of least fatigue

INFORMATION SHEET

- C. Decide when you are the most productive

EXAMPLE: Some people are more energetic in the early morning.

- D. Offer yourself an incentive

(NOTE: After something exciting has been planned, you may be able to do a day's work in half the time.)

VIII. How a written time plan helps in time management

- A. Shows relationships between activities
- B. Promotes thinking through each step
- C. Serves as guide while time and activities move along
- D. Provides basis for judging accomplishment of goals and for future planning

IX. Guidelines for making a written time plan

- A. Keep plan simple

(NOTE: Avoid developing fancy details so that you use too much time in planning.)

- B. Make your plans complete

(NOTE: If you leave out important items, they have to be squeezed in later on.)

- C. Keep plans flexible

(NOTE: Plan for the unexpected.)

EXAMPLE: Allow time to change a flat tire.

- D. Make plan workable

(NOTE: Be realistic and learn what you can and cannot expect of yourself.)

X. Time-saving ideas

- A. Child care

- 1. Encourage children to pick up toys

(NOTE: Provide a large box, bag, or basket with child's name on it.)

INFORMATION SHEET

2. Install low hooks, rods, drawers, or open shelving to encourage children to put away their own clothing
3. Use a plastic or cloth mat under small children's eating area to save on cleanup time

B. Entertainment

1. Keep several quick emergency meals and snacks on hand for unexpected guests
2. Have guests share preparation

EXAMPLE: You bring salad and rolls; I'll provide the house, main dish, and drinks.

C. Food preparation

1. Clean up as you go during meal preparation
2. Store saucepans near the sink rather than near the kitchen range
3. Select cooking methods to maximize use of time

(NOTE: Save time by using a microwave oven, preparing oven meals, or using a pressure saucepan.)

4. Place time-saving appliances and frequently used utensils within easy reach of the kitchen counter

D. Home care

1. Organize cleaning schedule into daily, weekly, and occasional tasks
2. Keep your cleaning supplies in a basket or small rolling cart
3. Dovetail activities whenever possible

EXAMPLE: Do laundry while vacuuming.

E. Laundry

1. Remove clothes promptly from the dryer

(NOTE: Fold and/or hang clothes immediately.)

2. Keep filters on washer and dryer clean

INFORMATION SHEET

F. Personal grooming

1. Make the most of your morning by developing a routine

EXAMPLE: Shower while the coffee is brewing.

2. Select each day's clothing the night before
3. Do exercises while watching television

G. Shopping

1. Shop early in the day to avoid heavy traffic and crowds
2. Buy in quantity

(NOTE: Buying in quantity reduces number of shopping trips.)

3. Save time by buying easy-care clothing and convenience foods

(NOTE: One should realize that most easy-care clothing and convenience foods are frequently more expensive. You will be paying money for time saved.)

TIME MANAGEMENT
UNIT I

ASSIGNMENT SHEET #1 — IDENTIFY PERSONAL TIME WASTERS

NAME _____ SCORE _____

Time is an important resource. However, no two people use their time alike. There is an old saying that there are two things that you can never recall: time and a spoken word. In other words, once a minute is gone, it is gone forever. Do not be a time waster. Time can be as valuable as money.

Most people waste a lot of time. Time is wasted when you cannot find what you are looking for or when you have things to do and do not do them. Time is also wasted when one person causes others to be late. If one person causes forty people to be late by one minute, in reality forty minutes were wasted.

PART I

Identify ways you have wasted time, and tell what you could have done to prevent that waste.

WAYS TIME WAS WASTED

HOW TO PREVENT THIS

EXAMPLE: Missed school bus

Should get up on time

ASSIGNMENT SHEET #1

PART II

There are times when minutes seem to pass quickly and times when they pass slowly. How quickly time seems to pass depends a lot on what you are doing.

Many times when an activity seems to end quickly, it is something you enjoy doing; and when an activity seems to take a long time, it may be one that you do not enjoy. Slow-moving activities can be made to pass more quickly if they are well planned. Slow-moving activities can become time wasters.

- A. List activities that you have been engaged in that were definitely fast-moving or slow-moving.

FAST-MOVING ACTIVITIES

SLOW-MOVING ACTIVITIES

- B. Choose two of the slow-moving activities; in the following space describe what you could have done to make these activities more enjoyable.

TIME MANAGEMENT
UNIT I

ASSIGNMENT SHEET #2 — ANALYZE PERSONAL REASONS FOR PROCRASTINATION

NAME _____ SCORE _____

Procrastination can ruin your time schedule. Some people can manage and function quite effectively only when faced with imposed deadlines. If such people can substitute self-set deadlines for those imposed, they, rather than other people or other situations, will be managers of their time.

Complete a procrastination survey by answering the following questions.

PART I — QUESTIONS

Indicate answer by circling the number.

- A. If I had a long and difficult assignment facing me, my first response would be to
1. Begin with the hardest part and finish that first.
 2. Begin with the easiest part and finish that first.
 3. Study the entire problem and plan my approach to it.
- B. My idea of a good day's work is
1. To start and finish several assignments that I can handle by myself.
 2. To finish as much work as I can before starting anything new.
 3. To be sure I've attended to all the bits and pieces and am ready to handle something big first thing the next morning.
- C. The sooner I get my teeth into a job,
1. The sooner I can be done with it.
 2. The more time I have to do it properly.
 3. The sooner I understand what will eventually have to be done.
- D. Every so often, I have to postpone some important work, but this is all right because
1. It gives me a breather and a chance to do something more immediate.
 2. Otherwise, I'd probably be putting the cart before the horse.
 3. If I work straight through on a project, I find myself stale and tired.

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ASSIGNMENT SHEET #2

E. How many different projects are you comfortable working on at one time?_____

F. On the average, what percent of your projects should take less than six hours of actual work time to complete?

G. On the average, what percent of your projects do you actually start and complete in one day of work?

H. List each major project you are facing right now that you have postponed.

I. List all of your most common reasons for putting off a piece of work.

J. List all the activities you plan to pursue as soon as you find more time.

Rate yourself on the following statements on a scale of 1 to 10. (1 = not true at all; 10 = almost always true)

K. I would skip lunch to finish a project rather than miss an important deadline.

Rating_____

ASSIGNMENT SHEET #2

- L. Little interruptions in the middle of some important piece of work do not usually bother me.

Rating _____

- M. When I have a deadline to meet, I try to finish well ahead of time.

Rating _____

- N. As I look back on the past few years, I can see that I have been able to do most of the activities I wanted to do.

Rating _____

PART II — SCORING THE SURVEY

Score questions A through D as follows:

For Answer 1, give yourself 2 points.

For Answer 2, give yourself 4 points.

For Answer 3, give yourself 6 points.

Total score for Questions A through D

For Question E, the number you answered is your score.

Score for Question E

For Questions F and G, divide the answer to Question F by the answer to Question G. If the result is

1 or less than 1, give yourself 0 points.

Between 1 and 2, give yourself 5 points.

2 or more, but less than 5, give yourself 10 points.

5 or more, give yourself 20 points.

Total score for Questions F and G

For Questions H, I, and J, the number of items you listed is your score.

Total score for Questions H, I, and J

For Questions K through N, add up your self-rating and subtract this number from 40. The result is your score.

Total score for Questions K through N

Now, add all your scores together to find your score.

SCORE

ASSIGNMENT SHEET #2

PART III — WHAT DOES YOUR SCORE MEAN?

The scale is open, which means that there is no limit on how high the total can go. It tends to fall below 150, and very often it never climbs higher than about 90. The lowest score you can get is 10.

If you scored between 11 and 35 points, you probably do not postpone work you should be doing now. You no doubt have a tendency to delay your initial plunge into a new project.

If you scored between 36 and 55, you are better than average when it comes to starting right in on your work. Generally, procrastination is probably not your biggest time waster.

If you scored between 56 and 90, you are an average individual when it comes to procrastination. This means that you probably hesitate when you should act, postpone when you should get started, and put off the important but anxiety-producing work you should really be concentrating on.

If you scored over 90, procrastination is seriously getting in your way and may even be the biggest obstacle between you and total time management. You may want to go over some of the suggestions given for better time management and see how you can improve your work habits.

TIME MANAGEMENT
UNIT I

ASSIGNMENT SHEET #3 — ANALYZE TIME MANAGEMENT SKILLS

NAME _____ SCORE _____

Planning brings the future into the present so that you can do something about it. Many people plan the really important parts of their lives, such as getting married, buying a large item such as a house or car, or writing a will. Fewer people plan the use of their time each day or from day to day.

You can usually pick out the people who are wise enough to plan how they use their time each day. They often seem rested, happy, and successful. They are on their way to meeting their goals. Other people admire them for the way they handle their time. People who plan wisely seem to be able to do what they have to do and still have free time.

PART I

Sometimes it seems difficult to associate management of time with your own life. It is somewhat less difficult to see the mistakes of others. In this exercise, read through or act out each of the role plays before answering the questions related to the actors' use of time.

A. Diane's Dilemma

CHARACTERS: Diane — age sixteen. Johnny — Diane's two-year-old brother. Diane's mother. Roy — age seventeen, one of the most popular boys in school. Margaret — Diane's best friend.

SETTING: Diane has just arrived home from school.

Diane: (Yelling) "Hey, Mom. I'm home! Any calls for me? Hi, Johnny. What did you do today?" (She pats him on the head. She pulls a bottle of pop out of the refrigerator and takes a sack of potato chips from the shelf.)

Mother: "You just got home from school. How would anybody have had time to call you? Just watch Johnny for five minutes, will you? I want to go next door and return the pattern I borrowed from Betty Gray."

Diane: "But, Mom, can't you wait until after supper? I have an algebra test tomorrow, and I want to study this afternoon. How can I study with Johnny hanging around?"

Mother: "You never want to study when you first get home from school. Besides, I'm going to be gone for only five minutes."

(Mother leaves, and Diane goes to her bedroom with her books and food. Johnny follows along behind her. Diane turns on her record player and sits down on her bed to study.)

ASSIGNMENT SHEET #3

Johnny: "Johnny want pop; he thirsty."

Diane: "Wait a minute. Let me finish this problem."

Johnny: "Okay."

(Johnny waits patiently a few minutes until his stomach begins to growl. Then he starts for the bottle, beginning to cry.)

Diane: "All right, okay. Just a minute."

(Diane hops up from the bed and goes to the kitchen to get a plastic cup for Johnny's drink. She sits down on the bed again and has just started concentrating when the phone rings.)

Diane: "Hello."

Roy: "Hi, Di. What ya doing?"

Diane: "Well, I'm trying to study for a dumb old algebra test tomorrow. It's going to be a real toughie, and I want to bring my grade up from a 'D' to at least a 'C.'"

Roy: "Yeah, man, I know just what you mean. What are you doing tonight anyway?"

Diane: "I had planned to study this afternoon for about half an hour so I could watch the special movie on TV tonight from 9:00 until 1:00."

Roy: "Why don't you come over to my house and watch it with me? Some other kids are, and Mom is going to fix us some lasagna."

Diane: "That sounds groovy."

Roy: "I'll pick you up about 8:00."

Diane: "Great!"

(Diane hangs up the phone and yells excitedly because Roy has asked her out. She's been dying to go out with him the entire school year. She goes back to her bed to study some more. She works through one more problem.)

Diane: (Daydreaming) "Man, I just can't believe good old Roy has asked me out. What can I wear, my green slacks or the blue ones? I bet Margaret would let me borrow her orange slacks. I think I'll give her a buzz."

(She telephones Margaret.)

Diane: "Margaret, guess what! Roy asked me to his house for a TV party tonight. Isn't that great? May I borrow your orange slacks?"

ASSIGNMENT SHEET #3

Margaret: "That's great! I'll bring them over to your house if you'll help me with this English theme."

Diane: "Okay. Come right on over."

(Margaret comes over with her slacks and an English theme for Diane to correct. They do more gossiping than work. Diane's mother comes after being gone an hour and a half.)

Mother: "Diane, come help set the table for supper, please."

CLOSING: Diane walks into the kitchen and begins setting the table. She tells her mother about her date tonight. Mother gets extremely angry, as Diane's grades have been falling lately, and she does not think Diane should be out so late on a school night.

1. How do you think the story finally ended? Was Diane allowed to go, or did she stay home? How would you feel if you were Diane? If you were Diane's mother?

2. Was it entirely Diane's fault that she didn't get any studying done? What might Diane's mother have done to help the situation?

3. What are some suggestions for Diane to improve her study habits and probably her grades?

ASSIGNMENT SHEET #3

B. The Pizza Party

CHARACTERS: Jim and Carl — roommates. Joan and Suzy — friends of Jim and Carl.

SETTING: Carl is planning to cook dinner for Joan and Suzy. He is going to prepare pizza, his favorite Italian dish. Joan and Suzy are due to arrive in about an hour.

Carl: "Jim, please come in and help me. I've got to iron my shirt, and I haven't even started the pizza."

Jim: "I'm trying to clean this spot from the carpet where you spilled your coffee this morning. Let me finish."

Carl: "Oh, that can wait. Besides, no one cares about a spot on the carpet. It will all blend in sooner or later."

(Carl frantically begins to get out all the things he thinks he needs for the recipe. He begins to look through his clippings of recipes in an envelope and discovers an old newspaper clipping about a trip that he and some friends took to New Orleans five years ago. He sits down and begins to daydream about the past.)

Carl: (To himself) "Oh, what fun that was!"

(Jim stomps into the kitchen.)

Jim: "I thought you were ironing your shirt or making the pizza, and what do I find but a lazy roommate sitting here dreaming! You've been home all day, and you didn't do a thing."

Carl: (Trying to recall what he did all day) "Well, I invited our new neighbor over for coffee, and we talked all morning. Then this afternoon Brian wanted to play cards at his house and invited me over. The day just flew before I realized it. Here's the recipe I'm going to use to make the pizza. Be a friend and run down to the corner store and buy whatever the recipe calls for. Pick up some pop and potato chips while you're at it. I'll iron my shirt while you do that."

Jim: (Looking at the recipe) "Do you need all this junk for a simple pizza? Don't we have some of this stuff here already — like flour and salt? Remember, we're running on a tight budget now to save for that ski trip next year."

Carl: "Oh, yeah, we do; but we really do need some extras. A few little things won't make that much difference."

(Jim trudges off to the corner store, and Carl starts ironing his shirt. While Jim is gone, Carl decides he wants to have some strawberry shortcake for dessert, and he needs some frozen strawberries. Soon Jim comes into the kitchen, carrying two bags of groceries. He saw some TV dinners he wanted to try and some new convenience-food mixes.)

ASSIGNMENT SHEET #3

Carl: "Jim, will you run back and get some strawberries for us? Wouldn't you just love to have some strawberry shortcake?"

Jim: "Oh, all right, but if this happens again, there's going to be trouble. You will have to start managing your half of the budget a lot better if you expect to stay my roommate."

CLOSING: Jim leaves again, and Carl manages to get dressed and to get his hair combed. Jim returns just as the guests are arriving.

Carl asks Suzy to set the table and pour the drinks while he gets busy and makes the pizza and strawberry shortcake.

The pizza turns out HOT. Carl decides that there are too many anchovies and too much pepper, but it's too late now. He never thought to ask Joan and Suzy if they like their pizza hot or mild. Suzy likes her pizza mild, and she can hardly stand anchovies.

The drinks and the strawberry shortcake are too warm to taste right. This is the first meal that Carl has prepared for guests.

1. What comments do you think Jim might make to Carl about the meal after the guests leave?

2. What are some things Carl did or did not do that showed his poor use of time?

ASSIGNMENT SHEET #3

3. If Carl fails to improve his time-management skills, how might the roommates' relationship be affected?

PART II

Whether you are a pretty good manager of time or a chronic waster of time, you can start to improve your use of time. First, analyze your personal time management skills. Many people are aware of the fact that they need to manage time, but most fail to do so.

Analyze your time-management skills by checking either "yes" or "no" to the following statements.

	YES	NO
A. Do you start the day before thinking through what has to be done?	_____	_____
B. Do you start a job before thinking it through?	_____	_____
C. Do you leave jobs before they are completed?	_____	_____
D. Do you do the easy or less important work first before the more important (and possibly more unattractive) work?	_____	_____
E. Do you do work by hand that a machine could do?	_____	_____
F. Do you try to do things that aren't really your job, such as jobs assigned to other people?	_____	_____
G. Do you spend a lot of time doing the things you have always done and are good at doing?	_____	_____
H. Do you feel that it is easier to do things the way you have always done them even though a new way is better?	_____	_____
I. Do you start projects that you have little interest in or know that you probably will not finish?	_____	_____
J. Do you make sure that short, easy tasks get done first?	_____	_____

ASSIGNMENT SHEET #3

- | | YES | NO |
|--|-------|-------|
| K. Do you fail to anticipate crises? | _____ | _____ |
| L. Do you handle a large number of different jobs? | _____ | _____ |
| M. Do you handle the concerns of others immediately when requested? | _____ | _____ |
| N. Do you socialize either in person or via telephone with friends or neighbors several times daily? | _____ | _____ |
| O. Do you get distracted by things around the house such as newspapers, TV, or friends who drop in to see you while you are working? | _____ | _____ |
| P. Do you make several trips rather than grouping errands together for one trip? | _____ | _____ |

To rate yourself, count the number of "yes" answers and the number of "no" answers. If you answered "yes" more often than "no," you have a lot of work ahead. If you have three to seven "yes" answers, you can improve the effective use of your time. If you answered "yes" to more than twelve questions, you are in big trouble.

- Q. What changes could you make in the items that you checked "yes" in order to be a better manager of time?

Adapted with permission from *It's Time*: HE-469 by Jean W. Bauer, Extension Specialist, Family Resource Management, Cooperative Extension Service, Purdue University, West Lafayette, IN 47907.

TIME MANAGEMENT
UNIT I

ASSIGNMENT SHEET #4 — ORGANIZE PERSONAL THOUGHTS ABOUT
TIME MANAGEMENT

NAME _____

SCORE _____

Do you feel like a winner? Are you happy with the way you are currently spending your time? Think about it . . . are you really getting what you want out of life? Are you achieving your goals?

In this assignment there are seven separate exercises aimed at helping you plan your time in a way that will bring the greatest satisfaction and personal rewards.

ASSIGNMENT SHEET #4

PART I

- A. Few people take time to think about the activities that bring them the most pleasure and satisfaction. List twenty of your favorite activities.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- B. Did any of the items surprise you? Why or why not?

- C. Did any of the items correspond with your current employment (or planned employment plans) or activities? Explain briefly.

ASSIGNMENT SHEET #4

D. What items listed could be turned into career success?

(NOTE: One full-time homemaker who completed the assignment placed reading at the top of her favorite activities list. She had been hoping to find a way of bringing in an extra income; now she has a "story-time" hour at the local library three days a week, and she has also started operating her own lending library out of her home for friends and neighbors. She charges a small fee on each book and uses the money to purchase new ones. She is also taking literature classes at the local university with the hopes of earning a master's degree.)

PART II

Kick off your shoes, lean back in your chair, close your eyes, and allow your mind the treat of daydreaming. Think about anything you would like to see, do, or become. List those things in the space below.

EXAMPLES: Take a Caribbean cruise, run for political office, build a house, win the Pillsbury Bake-off, write a best-selling novel, become a professional athlete

(NOTE: Of course, the simple act of making a daydream will not automatically make your dreams come true, but it is a start.)

PART III

All of us have needs. Fortunately, most needs can be fulfilled with a variety of activities. Take a moment and make a list of your most vital needs and desires.

Give each statement a rating between 1 and 5. A 5 indicates that this particular desire is an important part of your current inner make-up. After you finish the exercise, go back and put a star by the most important needs that are not being met to your satisfaction and fulfillment.

ASSIGNMENT SHEET #4

PART IV

Designing a perfect day is another way to reveal your deepest needs. Write your idea of a perfect day; be sure to include the place, the activities for the day, and the people with whom you spend your day.

Analyze the day. Are the activities total leisure or hard work? How much time do you spend alone, and how much time do you spend with others? Which needs are currently missing from your life? You may want to translate these needs into goals and objectives.

(NOTE: Keep in mind that you become like the people you surround yourself with. For that reason, it is important that you choose positive, stimulating, loving friends who are motivating, optimistic, and encouraging.)

PART V

The majority of individuals live their lives from day to day with no real direction. Instead of taking the initiative to set goals and objectives, they let someone else do it for them — their parents, their bosses, the government, or the economy. When an individual develops a real plan of action and a direction in his or her life, incredible things can happen.

ASSIGNMENT SHEET #4

Describe everything as you would like it to be in five years. Write about your home, its location, and its furnishings. Discuss the work or the projects you have chosen to be involved with. List your salary and your assets. Describe the way you spend your leisure time and the quality of your relationships. Be as specific as possible, for you are planting ideas that will develop to the extent you think about them. REMEMBER, YOU BECOME WHAT YOU THINK ABOUT ALL DAY LONG.

[illegible]

(NOTE: Of course, these five-year goals are not written in concrete. You can always change your mind — in fact, you probably will. The important thing to realize is that in order to win the very best in life, you must start with a goal. From there you can develop a road map and plan of action that will lead you to your destination. Goals are relative to an individual's needs.

ASSIGNMENT SHEET #4

PART VI

It has been said that the happiest people are those who spend time trying to improve or better the world in some unique way. Thus far, we have spent a great deal of time thinking about the things you personally want and need to be happy. But now take time to think about the contributions you would like to make to others, and describe those contributions below.

EXAMPLES: A homemaker with a large family wanted to be of service in some way, but felt rather tied down because of her children. However, she decided there was always room for one more, so she and her husband became involved in the foster child program.

A high school senior saw the danger that the elementary students were in as they crossed the busy streets around their school. He asked for the help of other classmates to make street signs that would help the children cross the street safely.

After reading an article on child abuse, a high school student wanted to do something to help stop it. She organized her FHA chapter to provide information about child abuse and to list counseling services and their phone numbers in the local newspaper.

PART VII

Now that you have examined your favorite activities, your needs, your desires, your day-dreams, and the contributions, consider each of the following four questions.

(NOTE: If any important goals have been missed, this is a good way to discover them.)

A. What are your three most important lifetime goals? _____

ASSIGNMENT SHEET #4

B. If you had only six months to live, what would be your major objectives?

C. How would you be spending time today if you could select from any of your activities?

D. How would you live your life if you knew you could not fail? _____

(NOTE: It has been said that we all have enough time to do what we really want to do; but in reality, none of us really knows how much time we will have on earth. That is why it is so important to set priorities. Once we have achieved the important things, we can begin to spend our time on other things.)

TIME MANAGEMENT
UNIT I

ASSIGNMENT SHEET #5 — DEVELOP A TIME PLAN

NAME _____ SCORE _____

Most people say they need more time. We all know there is no way to get more time. Everyone has the same twenty-four hours in a day, but everyone does not use those twenty-four hours in the same way. This is how some people seem to have more time than others. It is no easy task to manage time; but with a little planning, one can have enough time for the important things.

PART I

Analyze the way you spend time by completing the following chart. Answer the questions on how your time was spent during the past seven days.

WAY TIME WAS USED	NUMBER OF HOURS USED
Time spent doing homework	
Time spent in personal grooming	
EXAMPLES: Getting hair cut; putting on makeup in the morning	
Time spent in the service of others	
EXAMPLE: Volunteering at the local Head Start	
Time spent eating meals	
Time spent at work	
Time spent in leisure activities	
EXAMPLE: At the movies	
Time spent in planning	
EXAMPLE: Planning the homecoming float	
Time spent sleeping	
School activities	
EXAMPLE: Speech club	
Time spent in class	
Other	

ASSIGNMENT SHEET #5

Look at the number of hours that you spent in the different areas and answer the following questions.

- A. On what areas did you spend the most time?

- B. What amount of time was spent on really important matters such as homework?

- C. Explain the effect that the time spent on homework had on your grades for the week.

- D. How can you change the number of hours spent in a certain area in order to do the more important things?

ASSIGNMENT SHEET #5

PART II

To be satisfactory, a time plan must be your own. You may wish to start out with a definite plan. A time plan should help you reach your goals. A good plan will not be a burden.

- A. Develop a yearly plan by listing activities that you plan to do each month.

(NOTE: List only the big events such as things that happen only once a year.)

EXAMPLE:

YEARLY TIME PLAN

Jan. Ski trip	Feb. Valentine Dance	Mar. Spring Break	April FHA/HERO State Convention
May Prom Graduation	June Vacation Trip with Parents	July FHA/HERO National Convention	Aug. Teach Vacation Bible School
Sept. County Fair	Oct. State Fair	Nov. Football Homecoming	Dec. Christmas Dance Christmas Concert

ASSIGNMENT SHEET #5

YEARLY TIME PLAN

Jan.	Feb.	Mar.	April
May	June	July	Aug.
Sept.	Oct.	Nov.	Dec.

ASSIGNMENT SHEET #5

- B. Develop a monthly time plan by listing activities that you plan to do each day.

(NOTE: List only the big events.)

EXAMPLE:

OCTOBER MONTHLY PLAN

SUN	MON.	TUES.	WED.	THURS.	FRI	SAT
	1 FHA Meeting	2	3	4 Baby-sit for YHO meeting	5 Football game	6 Church party
7 Church	8	9	10 4-H Club meeting	11	12 Football game	13
14 Church	15	16	17 FHA meeting	18	19 Football game	20
21 Church	22	23	24	25 Homecoming bonfire	26 Football game	27 Halloween party
28 Church	29	30	31 Halloween carnival			

ASSIGNMENT SHEET #5

_____ MONTHLY PLAN

SUN	MON	TUES	WED	THURS	FRI	SAT

ASSIGNMENT SHEET #5

C. Develop a daily time plan by listing the activities for each hour of the following day.

EXAMPLE:

TIME	ACTIVITIES
6:30-7:30	Get up; get ready for school; make bed
7:30-8:30	Eat breakfast; ride bus to school
8:30-8:50	Finish homework; visit with friends
8:50-9:50	Home economics class
9:50-10:50	American history class
10:50-11:50	Basketball
11:50-12:30	Lunch
12:30-1:30	Chemistry class
1:30-2:30	Accounting class
2:30-3:30	Office aide
3:30-5:00	Work
5:00-6:00	Cheerleader practice
6:00-7:30	Eat dinner and visit with family; watch TV
7:30-9:00	Do homework
9:00-10:00	Clean bedroom; get ready for bed

TIME MANAGEMENT
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

Assignment Sheet #5 — Completed to the satisfaction of the instructor

TIME MANAGEMENT
UNIT I

TEST

NAME _____

SCORE _____

1. Define *time management* — _____

2. Match terms associated with time management to their correct definitions. Write the correct numbers in the blanks.

- | | |
|---|--------------------|
| _____a. Task or activity considered worthy of receiving attention before another | 1. Inertia |
| _____b. Unimportant matters or activities | 2. Trivia |
| _____c. Tendency to remain in a fixed condition without change | 3. Procrastination |
| _____d. Act of putting off doing something until a future time | 4. Incentive |
| _____e. To do more than one thing at a time | 5. Philosophy |
| _____f. Something that encourages or motivates one to take action or to work harder | 6. Dovetail tasks |
| _____g. Result or outcome of an action or process | 7. Consequence |
| _____h. Particular system of principles for the conduct of life | 8. Priority |

3. Select from the following list influences on use of time. Write an "X" in the blank before each correct answer.

- _____a. Your nationality
- _____b. Your ability to plan, organize, and perform a task
- _____c. Your responsibilities in life
- _____d. Your state government
- _____e. Your goals, values, and standards

TEST

4. Name three time traps.

- a. _____
- b. _____
- c. _____

5. Identify time wasters.

Time Waster	Possible Cause	Possible Way to Prevent
a. _____	Failure to see the benefit	Recognize that planning takes time but saves time in end
	Making work expand to fit the time available	Emphasize results, not activity
	Success without it	Recognize that success is often in spite of, not because of, methods
b. _____	Lack of confidence in the facts	Improve fact-finding and validating procedures
	Lack of a rational decision-making process	Get facts, set goals, investigate alternatives and negative consequences, make the decision, and implement it
c. _____	Impatience with detail	Take time to get it right; save the time of doing it over
	Responding to the urgent	Distinguish between the urgent and the important
	Lack of planning ahead	Take time to plan; it repays itself many times over
	Attempting too much in too little time	Attempt less
d. _____	Lack of planning	Apply the same solutions as for lack of planning
	Unrealistic time estimates	Allow more time; allow for interruptions
e. _____	Knowledge explosion	Read selectively; learn speed reading

TEST

Time Waster	Possible Cause	Possible Way to Prevent
f. _____	Lack of priorities	Set and concentrate on goals
g. _____	Lack of goals and objectives	Write down goals and objectives Discuss priorities with parents, teachers, friends, counselors
h. _____	Broad interests	Say no
	Confusion in priorities	Put first things first
	Failure to set priorities	Develop a personal philosophy of time; relate priorities to a schedule of events

6. State six ways to manage time efficiently.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

7. Select from the following list ways to overcome procrastination. Write an "X" in the blank before each correct answer.

- ____ a. Reduce the amount of time it takes to accomplish a task
- ____ b. Offer yourself an incentive
- ____ c. Work without a plan of action
- ____ d. Decide when you are the most productive
- ____ e. Wait until there are several jobs to do
- ____ f. Plan to work at the time of least fatigue

TEST

8. Describe how a written time plan helps in time management.

9. Select from the following list guidelines for making a written time plan. Write an "X" in the blank before each correct answer.

- ____ a. Include only the time that you are at work in your plan
- ____ b. Keep plan simple
- ____ c. Make plan workable
- ____ d. Divide plan into five-minute parts
- ____ e. Keep plans flexible
- ____ f. Make your plans complete

10. State time-saving ideas. Give one example for each category.

- a. Child care —

-
-
- b. Entertainment —

-
-
- c. Food preparation —

-
-

TEST

- d. Home care — _____

- e. Laundry — _____

- f. Personal grooming — _____

- g. Shopping — _____

(NOTE: Test questions 11-15 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Identify personal time wasters.
12. Analyze personal reasons for procrastination.
13. Analyze time management skills.
14. Organize personal thoughts about time management.
15. Develop a time plan.

TIME MANAGEMENT
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key.)

1. Time management—Planning use of time in a way that will bring the greatest satisfaction and personal rewards
2.

a. 8	e. 6
b. 2	f. 4
c. 1	g. 7
d. 3	h. 5
3. b, c, e
4. Answer should include any three of the following
 - a. Procrastination
 - b. Fear
 - c. Making work expand to fit the time available
 - d. Disorganization
 - e. Inertia
5.
 - a. Lack of planning
 - b. Indecision
 - c. Haste
 - d. Crisis
 - e. Paperwork and reading
 - f. Routine and trivia
 - g. Lack of priorities
 - h. Overcommitment
6. Answer should include any six of the following
 - a. Establish goals
 - b. Determine priorities
 - c. Make a realistic time plan
 - d. Be decisive
 - e. Eliminate unnecessary jobs
 - f. Delegate responsibilities
 - g. Dovetail tasks
 - h. Work faster
 - i. Offer yourself an incentive
 - j. Eliminate procrastination
 - k. Develop habits that save time
 - l. Evaluate your use of time regularly

ANSWERS TO TEST

7. a, b, d, f
8. Description should include the following
- Shows relationships between activities
 - Promotes thinking through each step
 - Serves as guide while time and activities move along
 - Provides basis for judging accomplishment of goals and for future planning
9. b, c, e, f
10. Answer should include one from each of the following categories
- Child care
 - Encourage children to pick up toys
 - Install low hooks, rods, drawers, or open shelving to encourage children to put away their own clothing
 - Use a plastic or cloth mat under small children's eating area to save on cleanup time
 - Entertainment
 - Keep several quick emergency meals and snacks on hand for unexpected guests
 - Have guests share preparation
 - Food preparation
 - Clean up as you go during meal preparation
 - Store saucepans near the sink rather than near the kitchen range
 - Select cooking methods to maximize use of time
 - Place time-saving appliances and frequently used utensils within easy reach of the kitchen counter
 - Home care
 - Organize cleaning schedule into daily, weekly, and occasional tasks
 - Keep your cleaning supplies in a basket or small rolling cart
 - Dovetail activities whenever possible
 - Laundry
 - Remove clothes promptly from the dryer
 - Keep filters on washer and dryer clean
 - Personal grooming
 - Make the most of your morning by developing a routine
 - Select each day's clothing the night before
 - Do exercises while watching television
 - Shopping
 - Shop early in the day to avoid heavy traffic and crowds
 - Buy in quantity
 - Save time by buying easy-care clothing and convenience foods

ANSWERS TO TEST

11. Completed to the satisfaction of the instructor
12. Completed to the satisfaction of the instructor
13. Completed to the satisfaction of the instructor
14. Completed to the satisfaction of the instructor
15. Completed to the satisfaction of the instructor

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to apply techniques for classroom and textbook learning to develop effective learning skills. The student will show this knowledge by completing the assignment sheets and the unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with learning skills to their correct definitions.
2. State techniques for classroom learning.
3. Match techniques for remembering to their correct descriptions.
4. State techniques for taking notes in class.
5. Arrange in order steps for using a reading system.
6. Select from a list techniques for developing successful study habits.
7. Describe the process of surveying a textbook.
8. Select rules for reading a textbook.
9. State points to consider when reading a textbook.
10. Arrange in order steps to follow when researching materials.
11. Evaluate learning techniques.
12. Take notes on a class lecture.
13. Complete a reading assignment using a reading system.
14. Use library skills to research a topic.
15. Reevaluate learning techniques.
16. Use techniques for remembering.

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

SUGGESTED ACTIVITIES

- I. Unit contents
 - A. Objective sheet
 - B. Suggested activities
 - C. Transparency masters
 - 1. Transparency Master #1 — Diagram of Key Ideas
 - D. Instructional Supplement #1 — Instructions for "Take Notes on a Lecture"
 - E. Answers to assignment sheets
 - F. Answers to test
 - G. Information sheets
 - H. Assignment sheets
 - 1. Assignment Sheet #1 — Evaluate Learning Techniques
 - 2. Assignment Sheet #2 — Take Notes on a Class Lecture
 - 3. Assignment Sheet #3 — Complete a Reading Assignment Using a Reading System
 - 4. Assignment Sheet #4 — Use Library Skills to Research a Topic
 - 5. Assignment Sheet #5 — Reevaluate Learning Techniques
 - 6. Assignment Sheet #6 — Use Techniques for Remembering
 - I. Answers to assignment sheets
 - J. Test

SUGGESTED ACTIVITIES

II. Instructor's guide

(NOTE: This unit is designed to be taught for 30-45 minutes a day for 5 days.)

A. Order materials to supplement unit—films

1. *Studying — A Way to Learn*. Color, Barr Films, 1985. A teacher gives a crash course on how to study, beginning in the classroom and continuing at home. Shows how good study habits can make learning fun.

(NOTE: The following item is available to Oklahoma teachers only on a free loan basis from the Media Resource Center State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.)

2. *The Secrets of Making Good Grades*. Color, 15 minutes, Coronet films, 1983. Interviews with students show techniques for more efficient studying, deeper learning, effective reviewing and better grades.

B. Introduce unit.

1. State that as vo-tech students, their "job" right now is to study and learn. As with any job, there are skills to be mastered and techniques—or "tricks of the trade"—that help them work faster and easier and do a better job.
 - Have students complete Assignment Sheet #1 to evaluate their current learning techniques.
2. Emphasize that whatever their abilities today, these learning skills can improve their performance and can help them to learn more in less time. Remind students that all of them can "learn to learn" just as they are learning the theory and skills in your subject area.
3. Show film *The Secrets of Making Good Grades*.
4. Share with students your own experience in developing learning skills when you were in school

C. Discuss unit and specific objectives.

(NOTE: The purpose of this unit is to provide students with specific techniques to improve learning and studying. These methods have been tested and proven with thousands of students.)

D. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to discuss terms associated with learning.
 - Stress to students the difference between learning and remembering.
 - Provide an example of key ideas from material you have covered previously.

SUGGESTED ACTIVITIES

- Ask students to provide examples of associations they have used to help them remember.
2. Use Information Sheet, Section II to discuss techniques for effective classroom learning.
- Show film *Studying—A Way to Learn*.
 - Discuss characteristics of a "good" student and a "poor" one.
 - Describe how your former successful and unsuccessful students have approached classroom learning.
 - Ask students to list (1) their reasons for taking this particular course at this time in their lives and (2) the benefits they hope for by taking this course. Stress that this exercise is for their use only.
 - Ask students to list their own strengths or weaknesses as a student, either in discussion or written exercise. Ask them to look for and list ways they can improve their weaknesses.
3. Use Information Sheet, Section III to present techniques for remembering.
- Point out that students already use these techniques in their everyday activities to remember phone and social security numbers, names and facts.
 - Share with students some of the devices you have used to learn and remember.
 - Use TM #1 to demonstrate making a diagram. Point out time-based groupings, use of own words, visualization, counting, and acronym.
 - Use information from your subject area and have the class work with the techniques individually, in groups, or as a class. They will need board space or paper to draw or graph what they design.
4. Combine the theory of notetaking in Information Sheet, Section IV with actual practice in taking notes using Supplement #1 and Assignment Sheet #2.
- Ask students what problems they have taking notes and discuss ways to solve those problems, using the techniques in Section IV.
 - Demonstrate different organizational patterns using information from your subject area.
 - Have students complete Assignment Sheet #2 as you present the lecture provided with Supplement #1. Read through the instructions and the lecture before using the exercise.
 - Give students a self-check "test" on the lecture later in the week to prove that taking notes helps retention.

SUGGESTED ACTIVITIES

5. Introduce systematic reading using Information Sheet, Section V and Assignment Sheet #3.
 - Point out to students that a reading system will enable them to learn and remember more and spend less time reading than the way they are reading now without a system.
 - Ask students what "systems" they have learned or invented in other activities to make better use of their time and energy, i.e. morning rituals, washing dishes, etc.
 - Have students complete Assignment Sheet #2 using a reading assignment from their regular textbooks. Since the system requires students to talk aloud, you may want to make this a homework assignment.
6. Emphasize the importance of developing good, solid study habits. Use Information Sheet, Section VI to present techniques and stimulate discussion.
 - Have students make out a schedule or daily plan and reserve specific times for study. Remind them to allow time for relaxation.
 - Have students discuss what supplies and materials they need for studying. Write the list on the board so students can note additional "tools" that they could use.
 - Suggest that they look over their "notes" from the lecture on learning skills.
7. Discuss the process of surveying a textbook using Information Sheet, Section VII.
 - Survey a textbook or two before class, making notes of the items that you feel important to survey and pass the textbook around the class giving each student time to survey that particular chapter. Ask the students for their findings and write the answers on the chalkboard or overhead.
8. Discuss the rules for reading and the points to consider when reading a textbook by using Information Sheet, Sections VIII and XI.
9. Use Information Sheet, Section X, and Assignment Sheet #4 to discuss the steps in researching materials.
 - Have students complete Assignment Sheet #4 and discuss their findings in class.
 - Set aside a day to visit the school or local library so the students can work on the assignment sheet.
10. Use Assignment Sheet #5 to give the students a chance to reevaluate their learning techniques.

SUGGESTED ACTIVITIES

- E. Have students complete Assignment Sheet #6 to use techniques for remembering to study for the unit test.
- F. Give test.
- G. Critique test and discuss in class

III. Unit references

- A. Colligan, Louise and Doug. *Scholastic's A + Guide to Good Grades*. New York: Scholastic Inc., 1979.
- B. Kesselman-Turkel, Judi and Franklynn Peterson. *Study Smarts: How to Learn More in Less Time*. Chicago: Contemporary Books, Inc., 1981.

(NOTE: This short, easy-to-read booklet is an excellent resource for students who can use additional learning techniques and encouragement.)

- C. Preston, Ralph C., and Morton Botel. *How to Study*. Chicago: SRA, Science Research Associates, Inc., 1974.

(NOTE: This book includes workbook-type exercises for students to evaluate present performances, set goals, improve skills, and test their progress.)

DEVELOP EFFECTIVE LEARNING TECHNIQUES

SUPPLEMENT #1 — INSTRUCTIONS FOR "TAKE NOTES
ON A CLASSROOM LECTURE"

I. TO THE INSTRUCTOR:

The purpose of Assignment Sheet #1 is to give students an opportunity to take notes in a structural lecture situation.

A lecture on Learning Techniques is provided in this supplement. It is in outline form with an introduction, main topics, subtopics, supporting material, transitions, internal summaries, and a conclusion. Behavioral cues for you to signal key ideas area also provided. However, you may want to use a lecture from your own subject area.

A. If you present your own lecture, please include the following methods:

1. Announce the subject clearly as you begin the lecture—"Today we're going to discuss. . ."
2. State the number of main topics and list the—"There are five reasons for. . ." "There are six steps in. . ."
3. Be alert to your own body language and exaggerate your normal movements and gestures
4. Stress the main points and the key ideas by one or more of the following methods:
 - Repetition
 - Vocal stress
 - Slow down or pause before and/or after each major point
 - Use gestures such as pointing, hammering with the hand or fist
 - Change your physical position, i.e. moving to the right or left of your lectern or desk, leaning forward, moving to the board
5. Signal the end of discussion on one main point and the beginning of the next point with a clear transition—"the second reason. . ." "After you have finished _____, the next step is to. . ."
6. Summarize the main points at the end and allow time for questions.
7. Give students time to clean up their notes and complete the assignment sheet.

B. If you use the lecture on Learning Techniques, here are some suggestions to make the lecture more effective and more enjoyable for your students.

SUPPLEMENT #1

1. Read through the entire lecture. Your presentation will be more effective if you can talk to your students as you normally do rather than reading the lecture word for word.
2. Suggestions for behavioral signals to stress important points are written in **bold in the right margins**. These are meant to indicate the *appropriate times* for emphasis rather than to dictate specific gestures. You will be more comfortable and look more natural if you do what you usually do, and the suggestions are included only to give you options and new ideas.
3. As you go through the outline, think of examples and anecdotes from your own teaching and learning experience. Jot down a few key words to remind you. Good opportunities to insert your own material are **[typed in bold print and marked with brackets]**.
4. You may want to ask your students to respond and participate as you go through the lecture. This will not interfere with the learning objectives of the assignment sheet.
5. The lecture is designed to take from 10 to 15 minutes.

II. PROCEDURES

- A. Discuss Information Sheet Section IV.
- B. Draw a sample outline which indicates the structure of a lecture. (See page 15.) You can use examples from a previous class lecture in your subject area.
- C. Point out that key ideas will occur in main topics and subtopics and that supporting material is there to help students understand those ideas. Remind them to focus on *key ideas* and to keep their notes readable and brief.
- D. Ask for questions.
- E. When you are satisfied that students are ready, begin the lecture.

Introduction:

Very few people learn efficiently. Learning is a skill that must be learned just like any other skill. **[Use an example from your own subject area—"The first time you tried to _____, you were probably awkward or clumsy and didn't do very well, but after you practiced, it was easy."]** Learning to learn efficiently isn't hard, and you will get better with practice. Whatever your skill level is right now, using proven learning techniques will help you improve. You will learn easier and faster, you can learn more in less time, and you can improve your grades.

Today we're going to talk about three ways that you can improve your studying and your learning skills.

SUPPLEMENT #1

Main Topic
Lean forward, gesture

- I. First is one of the most important factors in learning any skill—*developing a positive "can-do" attitude.*

We hear a lot about having a positive attitude. You know from your own experience that a positive attitude helps you succeed. When you like what you're doing, you have enthusiasm and energy, your excitement spreads to the people around you and they are impressed with you *because of your positive attitude.*

Transition

Now, how does this apply to learning? To begin with. . .

Subtopic
Look at class
Stress "want" with
voice & gesture

- A. You have to want to learn in order to learn. **(Repeat)**

1. People who are highly motivated learn more—faster and easier. Think about when you learned to drive, or about working at a hobby, learning to put on make-up or tune an engine. **[Refer to students who have excelled in some area and ask them about their experience: How did they get started? How did they learn what they wanted to know? Was it easy? Fun?]**

Transition

This brings us to another question about developing a positive attitude. Where does it come from?

Subtopic
Stress with a gesture

- B. **(Pause)** You have to *create* an interest in learning. **(Pause)**

1. Interest comes as a result of knowledge. The more you accomplish, the more you will want to accomplish.
2. Education helps you live a better and happier life, giving you confidence in your work and the money to have the things you want.
3. There are no excuses for having a negative or uninterested attitude.

You have to create an interest in learning.

EXAMPLE: Students say, "I'm dumb. I can't learn. My teacher doesn't like me. I'm no good with numbers." These excuses are just not true. A survey of high school graduates showed that when a student didn't like a certain subject and didn't do well in it, the reason was not because the student was "dumb." In most cases, the problems were caused by *circumstances*—such as changing schools and missing background information; or the teacher had in some way embarrassed the student who then developed a "block" against learning that subject.

SUPPLEMENT #1

Transition
Take 1 step to the side
Large gesture

Now, for the second major point: When you understand that a positive "can-do" attitude really *can* help you succeed and that *you* have to develop that attitude yourself, you are ready to go to work. What can you *do* to get a positive attitude?

Main Topic

II. *Use techniques to keep yourself motivated.*

[Use an example from your subject area to point out that when you are working on a project, you use certain tools and procedures and develop your own techniques and techniques that you discover to build a positive attitude.]

Subtopic
Look at class
Pause, hold up finger

A. One, *relate what you are learning to something that is important to you.*

1. Identify the benefits that you want—a home and a family, the respect of other people, to have your own business, to help others, the pleasure from working with **[your subject area]**, material goods, travel. **[Share with students what motivated you to become a teacher.]**

Subtopic
Look at class
Hold up 2 fingers

B. Two, *become actively involved in learning.*

1. The more you learn, the more you want learn.
2. Think of *learning* as your "job" and work at it with the same enthusiasm and dedication that you would give to a good job.
3. Seek out ways to encourage yourself. Ask where the information you are learning will fit into your future plan; reward yourself for your achievements; manufacture some *reason* for studying and convince yourself that it's worth doing. **[Provide an example of how you have motivated yourself to do something you really weren't interested in.]**

Subtopic
Look at class
Hold up 3 fingers

C. Three, *set small, realistic goals for yourself.*

1. When our goals are too high, we usually give up after the first setback. If you have trouble studying for an hour, set your goal for 20 minutes of concentrated attention; if you have been getting D's, it's enough to raise your grades to C's or maybe B's. It's unrealistic to expect all A's in one semester.
2. On the other hand, if our goals are too low, we know we have cheated ourselves and don't respect our accomplishments.

Subtopic
Look at class
Hold up 4 fingers

D. If you are having trouble getting interested, a fourth technique is to *invent ways to encourage yourself to learn.*

SUPPLEMENT #1

1. Find an easier book on the same subject or a book about a famous person who succeeded at what you are learning. Find someone who is interested in your subject and can talk with you about it. Your teachers can help you with these resources, and they will be impressed that you have shown so much *interest*.
2. Talk with good students in your classes, and let their enthusiasm inspire you.
3. Take yourself on field trips. **[Suggest possibilities in your own subject area.]**

Review important ideas
Pause, gesture on
"remember."
Point and jab

Remember—to acquire skills for learning quickly, easily, and effectively you have to develop an active interest in learning, and *only you* can create that interest.

Transition
Walk a few steps

This brings us to our last important point. While building a positive attitude is a self-improvement project that takes more than a few days to complete, there is one learning technique that will start working for you the very first day.

Main Topic
Stop. Look at class.

III. Make study a habit, not a random activity.

Compare people who lay out the next day's clothes the night before with people who scramble to find something to wear half an hour before they have to leave. **[Discuss habits that apply to your subject area, i.e. keeping tools in good working order.]**

Make studying a habit. The more you do it, the better you do it. Just as in athletics or playing a game, the more you practice and play, the more successful you become. With practice, any task gets easier, faster, and more enjoyable.

Transition

What can you do to make studying a good habit? The first and most important thing is to . . .

Subtopic
Walk to board, write
"schedule times to
study"

A. Schedule regular times to study and stick to your schedule.

1. Pick a time when you won't be interrupted. Discourage other people from interrupting you during your study periods. Tell phone callers you will call back after your study period.
2. Schedule your study hours for the times when you are fully awake and alert. Studies show that, for most people, studying during daytime hours is most effective: Each hour used for study during the day is worth an hour-and-a-half of study time at night.
3. Remember this: Schedule regular times to study and stick to your schedule.

SUPPLEMENT #1

Subtopic

Walk to board, write
"make a place to
study"

Return to your position
and resume lecture

B. Second, *have a regular study area.*

1. We come to associate a space with the activities and feelings that happen there—You will become "programmed" for studying in your study area, so that when you get there, your mind is already beginning to go to work.
2. Pick a place where you are comfortable and where you *like* to work: at a certain table in the library, at a desk or kitchen table, in a comfortable chair; some people study better lying on the floor or, like Mark Twain, sitting in bed.
3. Have everything you need close by. **[Ask students to name "tools"—pencils, paper, light, etc.]**

Subtopic

Walk to board, write
"review regularly"

Return to your position
and resume lecture

C. Third, *review your material on a regular schedule.*

1. Studies in remembering show that we forget 25% of what we learn on the day we learn it. After the first day, forgetting continues, but at a much slower rate. To review, especially on that first day, keeps the information in your mind.
2. As Section V in your information Sheets shows, the best schedule is to review new information 5-15 minutes after you learn it, and again later that day.
3. Schedule yourself to review a week later and **write it on your calendar.**
4. The third review should take place 3-4 weeks later.
5. The last review should be just before the test.
6. The information is on page 23 of your Information Sheet.

Review

Go to board

Pause. Walk back to
place

We know that studying as a good habit instead of a random activity can help you increase your learning skills.

Let's review the techniques. First, you should schedule regular times to study. Second, always study in the same place. And finally, review on a regular schedule.

Conclusion

Count off each point

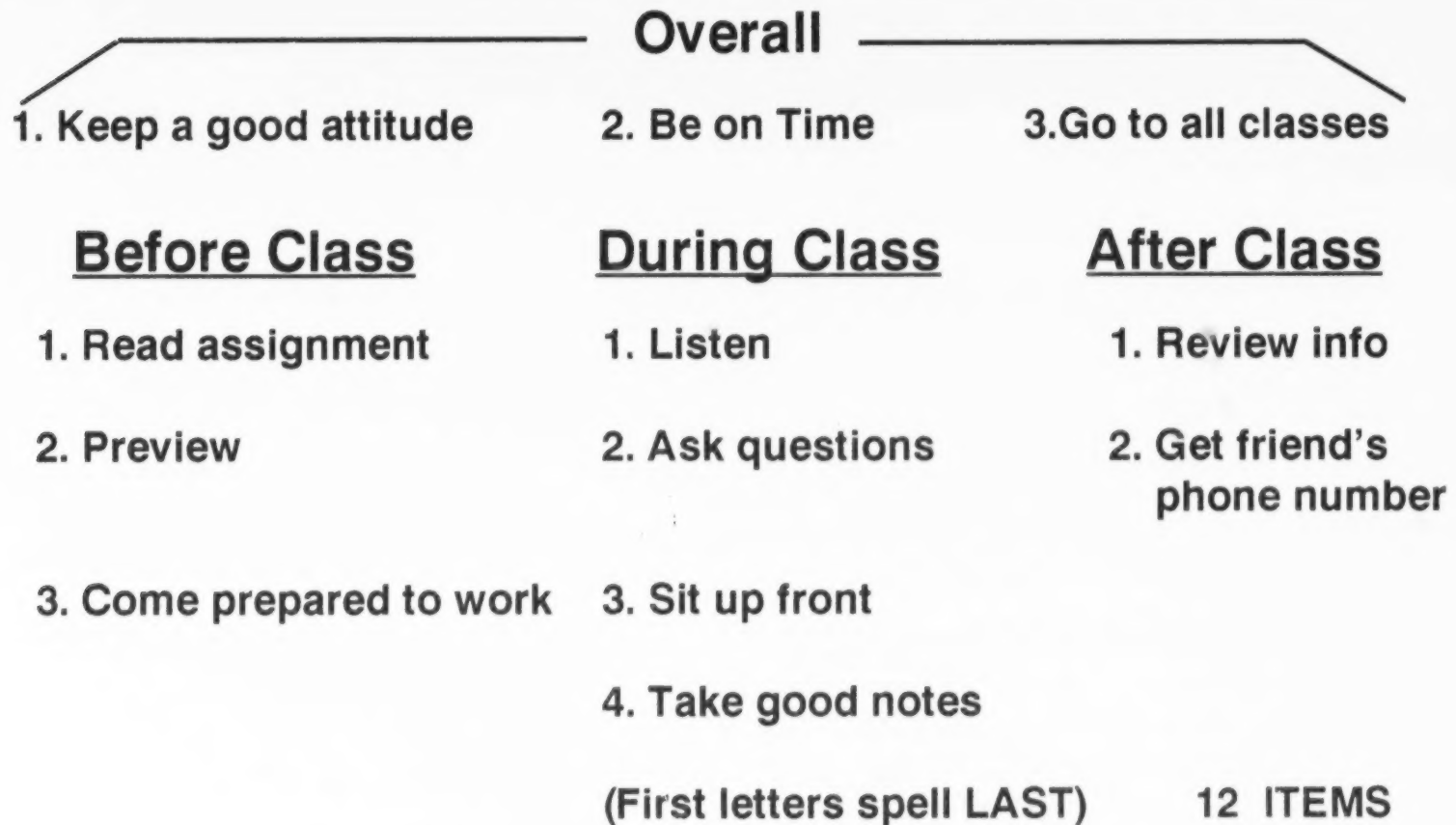
Let's summarize what we've covered before you go to work on your assignment sheets. We discussed how important it is to develop a positive "can-do" attitude and pointed out that you have to *want* to learn in order to learn. We talked about the fact that you have to find ways to motivate yourself. Then we went over some techniques you can use to keep yourself motivated to learn. At the end you heard about techniques for making studying a habit.

Now, what questions or comments do you have?

You may work on your assignment sheets.

A DIAGRAM OF KEY IDEAS

(From "Techniques For Classroom Learning")



DEVELOP EFFECTIVE LEARNING TECHNIQUES

UNIT II

INFORMATION SHEET

I. Terms and definitions

- A. Learning — Gaining knowledge, understanding, or skill by study, instruction, or experience
- B. Remembering — Putting facts and ideas into long-term storage in the memory and being able to recall them on demand
- C. Technique — Method or procedure used to develop skill
- D. Mnemonic device — A memory device

(NOTE: Pronounced nee-**mon**-ik.)

EXAMPLE: "The colors that make up white light are red, orange, yellow, green, blue, indigo and violet."

A mnemonic device of the colors can be made by taking the first letter of each word in order:

ROY G. BIV

- E. Survey — To examine in a general way; to get an overview
- F. Key ideas — Main points or important information taken from reading or lecture

II. Techniques for classroom learning

- A. Develop a positive, "can-do" attitude

(NOTE: If you take an active, aggressive interest in *learning*, if you treat it as your current job, you will succeed. Like any other job, studying can be interesting and challenging if you approach it with enthusiasm.)

- B. Attend all classes
- C. Be on time

(NOTE: It's a good idea to arrive early and stay late to preview, ask questions, talk with other students, and listen to others' questions and discussions with the teacher.)

- D. Sit where you can see and hear and can be seen and heard

INFORMATION SHEET

E. Read and complete assignments.

F. Preview the day's assignment before class

(NOTE: Ten minutes of preview time saves up to an hour of review time.)

G. Come to class prepared to discuss and ask questions

H. Take careful, readable notes

(NOTE: See Section IV, Techniques for Taking Notes in Class.)

I. Listen with your full attention

(NOTE: Leave personal problems outside the door. Listening is one of the most important parts of your job as a learner.)

J. Ask questions when you don't understand

(NOTE: Don't be shy or afraid to ask! You are paying for your education and your success depends on your learning. If you don't understand the answer you get, ask the question another way, and keep trying until you find out what you want to know.)

K. Review information as soon as possible after class

L. Get to know some other serious students

(NOTE: Exchange phone numbers with at least one good student in each of your classes.)

III. Techniques for remembering

A. Association — Connect new information to something you already know

(NOTE: Association is the most effective memory tool because it is built on your own experience.)

EXAMPLES: "Stalactites are icicle-shaped deposits of carbonate of lime hanging from the roof of a cave. Stalagmites are cone-shaped deposits of carbonate of lime extending vertically from the floor of a cave."

1. Associate "carbonate of lime" with a bottle of carbonated lime drink or with lime-green carbon paper.
2. Associate letters in the words with the location of the formation: Stalactites hang from the ceiling and there is a "c" in stalactite and in ceiling; the "g" in stalagmite reminds you that it is on the ground.

INFORMATION SHEET

3. Remember that stalactites "hang tight" to the ceiling.

B. Count—Learn the number of items involved

(NOTE: If you learn that there are *five* techniques for remembering and you can recall only *four*, then you know one is missing.)

C. Sound out — Make an image with sound

EXAMPLES:

1. Rhyme — In fourteen hundred ninety-two, Columbus sailed the ocean blue
2. Rhythm — Miss-iss-ippi
3. Rhythm — Associate to make it mine;
Sound out a clever rhyme;
Count to get the right amount
4. Use key words in a nonsense sentence you can remember—*Count* Dracular *associates* only with ladies he can *sound out* in three bites

D. Shorten—Take parts of the material, such as key words or the first letters of the items in a list, and arrange them into your own pattern or mnemonic device

(NOTE: The mind, eye, and muscles, remember shorter items better than longer items.)

EXAMPLES:

1. Count sounds, associate 5 short words
2. Take the first letter of each word and make it into a new word that you can remember (called an "acronym" [**ak-ro-nim**]):

SCAVS: Sound out, Count, Associate, Visualize, Shorten

E. Visualization — Make a mental picture

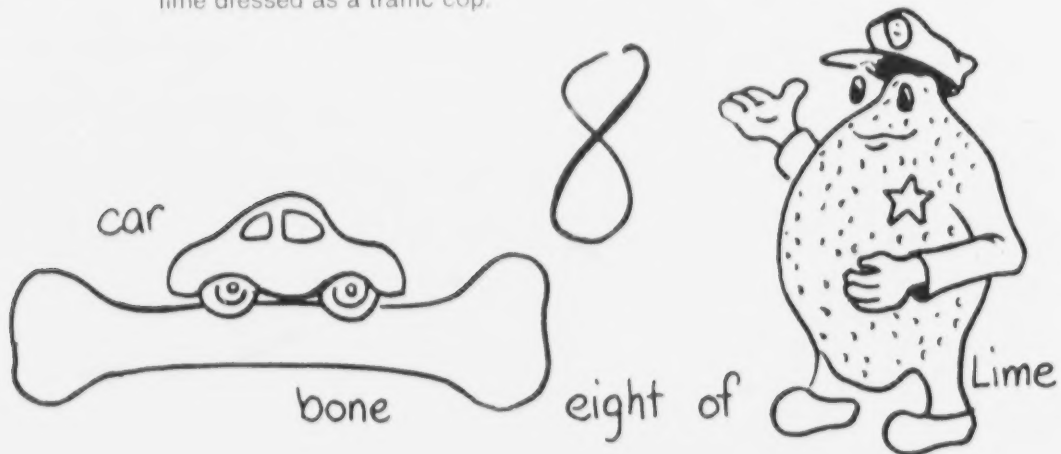
(NOTE: The picture may or may not be logical. Some memory specialists suggest that the more far-fetched a picture is, the more likely you are to remember it.)

EXAMPLES:

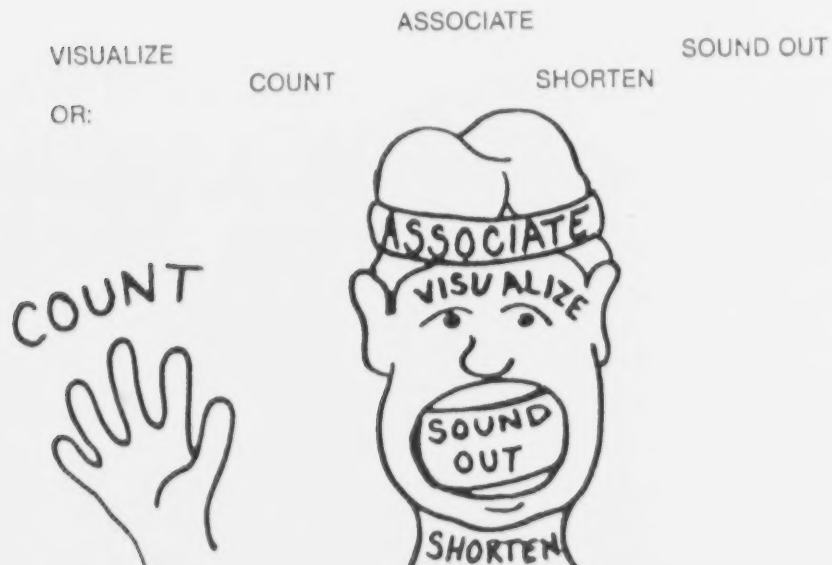
1. Visualize a stalactite as a pair of tights hanging from the roof and "see" a stalagmite as rising up from the floor and covered with little bugs (mites).

INFORMATION SHEET

2. Visualize "carbonate of lime"—a car driving over a bone with an "8" and a lime dressed as a traffic cop:



3. Visualize a piece of coal (carbon) eating a lime.
4. Place or locate information in a picture that you can remember (This is called "loci [lo-si] strategy." The example below uses the techniques for remembering):



INFORMATION SHEET

IV. Techniques for taking notes in class

(NOTE: Notes on class lectures help you remember and help you understand. The very act of taking the notes means you are actively involved in the learning process.)

- A. Be ready with your paper and pen before the class starts
- B. Use looseleaf paper and write on only one side

(NOTE: This may seem wasteful, but it will allow you to arrange your notes in an order that makes more sense to you later. Some experts recommend that you write in a column half the width of the paper so you can add notes and comments from your reading or personal experience.)

- C. Write down key ideas only

(NOTE: Your purpose is to understand the main ideas. Spend your notetaking time wisely. Keep notes brief. Your teacher will usually provide several examples to demonstrate a major point, but a single example should jog your memory.)

- D. Listen and watch for behavior that "signals" key ideas

EXAMPLES:

1. "Body language" that points up the important information:
 - pointing a finger or making a fist
 - moving forward, leaning forward, or standing up straighter
 - large gestures
 - changes in the tone of voice
 - pauses
2. "Warning words" that come before important information:
 - "first....second....third"
 - "the basis idea is..."
 - "something you want to remember..."
 - "the reason it works this way is..."
 - "note that..."

- E. Pay close attention to opening and closing remarks

EXAMPLES:

"The purpose of today's lecture is..."
 "Today we are going to cover..."
 "Yesterday we talked about..."

"In conclusion..."
 "To review..."
 "Going back over..."

- F. Write down any idea that the teacher repeats

INFORMATION SHEET

G. Copy diagrams, charts and graphs from the board

H. Develop a shorthand form of writing that works for you

(NOTE: Restate the idea in your own words when you can.)

EXAMPLES:

1. Dvlp a shrthnd tht wrks 4 u
2. "The better your notetaking, the more you increase your learning."
3. "By 1990, there will be 250,000 new jobs available in industrial electronics."

I. Organize your notes in a pattern that makes sense to you

(NOTE: Organizing notes gives you an overview of the information and reinforces your understanding and remembering.)

EXAMPLES:

Outline form

According to the history of the subject

Spatial or geographical form—by location

Alphabetical order

In series—first, second, third steps

In categories—all information related to a subject or process

V. Steps for using a reading system

(NOTE: There are several good systems that help you cut reading time while you increase your understanding. They all include the same basic steps: PQRS—pre-view, question, read, state, test; SQ3R—survey, question, read, recite, review; and OK4R—overview, key ideas, read, rite, relate, review. Any system *will work* if you stay with it—and you will get better with practice.)

A. Survey the whole chapter or unit

(NOTE: Read the title, the section headings, everything in **bold print** and *italics*, look at lists, pictures, graphs, and tables. Important ideas may be marked with bullets[•], arrows, stars, or different colored ink. Read the questions at the end of the chapter. When you are finished, you will have a good overview of the chapter.)

INFORMATION SHEET

- B. Read quickly until you are full of information, then stop

(NOTE: You may read the entire assignment, or just one page, or maybe even one paragraph. As you read, underline major ideas, and answers to the questions at the end of the chapter. If you don't understand something, look it up or ask. When you feel "full of information" STOP, and go on to the next step.)

- C. Write down the key ideas immediately

(NOTE: Put down the book and for the first minute—60 seconds—after you stop reading, write down the major points in a few words or sentences. The act of writing from your own thoughts fixes the information in your mind better than if you had copied it. Take another few minutes to survey again, making sure you got all the key ideas and got them right.)

- D. Say the key ideas or key words out loud

(NOTE: Use your own words. Saying the ideas and hearing yourself helps you form associations. This step tells you that you can go to new material or that you should re-read the section.)

- E. Record it in your mind

(NOTE: Put the information on your mental "tape machine" by connecting it with something you already know. Draw, diagram, make mnemonic devices, or use other techniques for remembering; find a logical system for relating the ideas.)

- F. Review later, on a regular schedule

(NOTE: The actual amount of review you need depends on the type of material and on your own learning rate. The more memorization a course requires, the more time you will spend in reviewing. According to experts on learning, most people will benefit from this schedule:

1st review: 5-10 minutes after learning
2nd: later the same day
3rd: a week later
4th: a month later
5th: just before the exam.)

- G. Discuss with others

(NOTE: Going over the material with other students is an excellent way to review because you are reading, listening, and talking about the subject. Also, you will be sure your information is complete and correct.)

INFORMATION SHEET

VI. Techniques for developing successful study habits

- A. Schedule a regular, uninterrupted time for studying
- B. Work in a quiet, well-lit, well-ventilated area

(NOTE: Study as a habit, in the same place at the same times. You will train your mind to concentrate as soon as you enter the study area.)

- C. Have on hand all the tools you need to work effectively

EXAMPLES: Paper, pencils, rulers, dictionary, calculator

(NOTE: Include cigarettes or food if you smoke or eat while studying.)

- D. Focus your attention on your work

(NOTE: Leave personal problems outside your study area, work in silence rather than with music or TV, close your mind and ears to outside noises.)

- E. Stop studying when you get tired or begin making mistakes

- F. Study for short periods and take breaks

(NOTE: You will learn more in four one-hour sessions spread over four days than in a single six-hour session. Fifty minutes is the most time that an average person can study effectively.)

- G. Get or make a course outline and always look for the overall view of the material

(NOTE: You will know where you are, where you are going, and what's expected of you. Your work will be much easier.)

VII. Process of surveying a textbook

- A. Begin surveying by looking through book from front to back
- B. Read the preface to see what the author wanted to accomplish with the book
- C. Look through the table of contents to see what you will be studying
- D. Look at the pictures
- E. Notice the type of format the book uses
- F. Survey one chapter to see how the author organizes his or her material

Examples: Outline, narrative, case studies, questions

VIII. Rules for reading a textbook

- A. Concentrate on the subject matter
- B. Do not read to be reading; read to understand the information
- C. Read for main ideas and important details

INFORMATION SHEET

(NOTE: Do not underline when you are skimming over the unit, but when you are looking for the most important ideas. Underline after you have read several paragraphs under one heading so that you will know you have the most important information.)

- D. Ask instructor for help if material is difficult for you to read

(NOTE: There are special courses and guides that can help you read more effectively.)

IX. Points to consider when reading a textbook

- A. Information given is one author's point of view

(NOTE: Become open minded; look at other texts written on the subject. Take into consideration the date the text was written. Learn to look at many sources.)

- B. Read everything, including charts, tables, footnotes, and graphs

(NOTE: Try to read and understand each component of the book.)

- C. Coordinate what you read with what you learn in the classroom; develop a system of taking lecture notes that can be used with notes taken from texts

- D. Remember that the reason you are reading these books is to gain knowledge

X. Steps in researching materials

- A. Write down all topics that may be covered in the area that you are researching

Example: Birth control—Look for history, types, controversial issues, new methods, disadvantages and advantages

Use of alcohol—Look for legal implications of use, studies of the effects, new research of the use, who uses alcohol and why, chemical abuse centers' approaches

- B. Use a library source that gives you information on where to find the topics you have listed

Examples: *Reader's Guide to Periodical Literature*, *Facts on File*, or a good scientific encyclopedia index

(NOTE: If you are looking for a certain time period, look under the dates that you need. If you know the author's name of a certain article, look under that listing. The name of the article will be listed if you already have that information and want to find the name of the periodical containing the material.)

- C. Read each article and write down in outline form the information most pertinent to the topic

(NOTE: Make sure you write down the source of information for reference.)

- D. Be able to summarize the information in a more formal way, depending on the use of the material

Example: Formal report, oral presentation, personal use of material

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

ASSIGNMENT SHEET #1 — EVALUATE LEARNING TECHNIQUES

NAME _____ SCORE _____

This assignment sheet has no right or wrong answers, and you will not receive a score. It is to be used to evaluate and assist you in studying more effectively.

	Yes	No
1. Is your notebook standard size (8 1/2 x 11) with looseleaf paper?	_____	_____
2. Do you keep the notes for one course separated from the notes for other courses?	_____	_____
3. Do you take notes in shorthand or use other abbreviations?	_____	_____
4. Do you use brief phrases rather than complete sentences for notes?	_____	_____
5. Do you spend a great deal of time sorting papers before beginning to study?	_____	_____
6. Do you use notes in studying for an examination?	_____	_____
7. Do you review notes of the previous class before studying the assigned lesson?	_____	_____
8. Do you recopy notes taken in class so that the notebook will be neat?	_____	_____
9. Do you usually participate in class discussion?	_____	_____
10. Do you volunteer to answer questions in class?	_____	_____
11. Do you ask questions in class if you do not understand a point made in lecture?	_____	_____
12. Are you frequently late to class?	_____	_____
13. Do you frequently read your mail during class?	_____	_____
14. Are you frequently inattentive in class?	_____	_____
15. Do you sometimes write letters during a lecture hour?	_____	_____
16. Do you close your notebook, stack books, and get ready to leave before the bell rings for the end of class?	_____	_____

ASSIGNMENT SHEET #1

	Yes	No
17. Do you take all permissible "cuts" from class?	_____	_____
18. Do you turn in written assignments after the date due?	_____	_____
19. Do you frequently whisper to your neighbors during class?	_____	_____
20. If you receive a failing grade on a test, do you discuss it with the teacher?	_____	_____
21. Do you spend more time on subjects you like than on subjects you dislike?	_____	_____
22. Do you close the window and door in your room while studying?	_____	_____
23. Do you study with the radio turned on?	_____	_____
24. Is there adequate light for study?	_____	_____
25. Do you make an effort to reduce environmental distractions?	_____	_____
26. Do you study while reclining on the bed or in an easy chair?	_____	_____
27. Do you usually enjoy attending classes?	_____	_____
28. Do you have any articles on your desk that distract you while you are studying?	_____	_____
29. Can you get more done if you study in the library?	_____	_____
30. Do you frequently allow personal problems to interfere with your effort to study?	_____	_____
31. Are you familiar with the <i>Reader's Guide to Periodical Literature</i> ?	_____	_____
32. Do you understand the card catalog system used in your library?	_____	_____
33. Do you resent having your class or clinical laboratory work criticized?	_____	_____
34. Do you seek help without being told you need it?	_____	_____
35. Do you usually go to bed not later than 11 p.m.?	_____	_____
36. Do you plan time for outdoor exercise every day?	_____	_____

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

ASSIGNMENT SHEET #1 — EVALUATE LEARNING TECHNIQUES

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	Yes	No
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6. Do you use notes in studying for an examination?	_____	_____
7. Do you review notes of the previous class before studying the assigned lesson?	_____	_____
8. Do you recopy notes taken in class so that the notebook will be neat?	_____	_____
9. Do you usually participate in class discussion?	_____	_____
10. Do you volunteer to answer questions in class?	_____	_____
11. Do you ask questions in class if you do not understand a point made in lecture?	_____	_____
12. Are you frequently late to class?	_____	_____
13. Do you frequently read your mail during class?	_____	_____
14. Are you frequently inattentive in class?	_____	_____
15. Do you sometimes write letters during a lecture hour?	_____	_____
16. Do you close your notebook, stack books, and get ready to leave before the bell rings for the end of class?	_____	_____

ASSIGNMENT SHEET #1

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17. Do you take all permissible "cuts" from class?	_____	_____
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21. Do you spend more time on subjects you like than on subjects you dislike?	_____	_____
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23. Do you study with the radio turned on?	_____	_____
24. Is there adequate light for study?	_____	_____
25. Do you make an effort to reduce environmental distractions?	_____	_____
26. Do you study while reclining on the bed or in an easy chair?	_____	_____
27. Do you usually enjoy attending classes?	_____	_____
28. Do you have any articles on your desk that distract you while you are studying?	_____	_____
29. Can you get more done if you study in the library?	_____	_____
30. Do you frequently allow personal problems to interfere with your effort to study?	_____	_____
31. Are you familiar with the <i>Reader's Guide to Periodical Literature</i> ?	_____	_____
32. Do you understand the card catalog system used in your library?	_____	_____
33. Do you resent having your class or clinical laboratory work criticized?	_____	_____
34. Do you seek help without being told you need it?	_____	_____
35. Do you usually go to bed not later than 11 p.m.?	_____	_____
36. Do you plan time for outdoor exercise every day?	_____	_____

ASSIGNMENT SHEET #1

	Yes	No
37. Do you usually get up early enough to allow time for breakfast?	_____	_____
38. Do you find you daydream when you should be studying?	_____	_____
39. Have you ever planned a schedule of activities for a day?	_____	_____
40. If you plan for study and work, do you follow such a daily plan?	_____	_____
41. Do you sometimes study early in the morning?	_____	_____
42. Do you always study at night?	_____	_____
43. Do you sometimes study in a free hour between classes?	_____	_____
44. Are you able to recognize the important points in an assigned lesson?	_____	_____
45. Do you study charts, diagrams, and other illustrations in the lesson?	_____	_____
46. Do you use the numbered subpoints, topic headings, or other chapter breakdowns as guides to learning?	_____	_____
47. Do you try to include in your notes the statements stressed in lecture?	_____	_____
48. Do you often argue with a teacher about examination questions marked wrong?	_____	_____
49. Do you feel that your teacher grades unfairly?	_____	_____
50. Do you often feel you know the lesson, then fail a quiz given in class?	_____	_____
51. Do you usually read the lesson hurriedly, then repeat for detail?	_____	_____
52. Do you read the listing of topical outlines before reading the chapter?	_____	_____
53. Do you turn topical headings into questions for study?	_____	_____
54. Do you underline as a means of studying a lesson?	_____	_____
55. Do you take brief, meaningful notes while studying?	_____	_____

ASSIGNMENT SHEET #1

	Yes	No
56. Do you study with intent to remember material studied?	_____	_____
57. Is your handwriting illegible so that notes are hard to read?	_____	_____
58. Do you review the previous lesson before studying the assigned one?	_____	_____
59. Is more emphasis placed on passing the test than on learning the subject material?	_____	_____

Look at all the questions you answered and decide what your strengths are. List them below.

Look at all the questions you answered and decide what your weaknesses are. List them below.

ASSIGNMENT SHEET #1

List below ways you can improve your study skills and strengthen those weak areas.

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

ASSIGNMENT SHEET #2 — TAKE NOTES ON A CLASSROOM LECTURE

NAME _____ SCORE _____

Taking good notes helps you listen to, learn and remember the information in the lecture. In a study on notetaking, half the students took notes on a class lecture and half didn't. When they took a test a *week later*, the students who took notes did much better than the students who only listened.

PART I

As your teacher covers today's material, listen for key ideas. Write them down in note form:

1. Use your own words
2. Keep your notes short—write key words, not sentences
3. Use a shorthand, but be sure you can read it
4. Use the right-hand column to write down your own comments and questions, to relate the material to your own experience
5. Watch for body language to signal important information.

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ASSIGNMENT SHEET #2

ASSIGNMENT SHEET #2

PART II

- A. Read over your notes.
- B. Make sure you can read them; if you have any questions, ask your teacher.
- C. *Think* about the information, and relate it to something you have learned before or to your own experiences, and write yourself notes in the right-hand column.
- D. Organize your notes into a pattern that makes sense to you, and write it out in the space below.

(NOTE: Writing is the most effective way to remember something. You use your mind and your muscles to work with the new information.)

- E. Review your notes one other time today.

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

ASSIGNMENT SHEET #3 — COMPLETE A READING ASSIGNMENT USING A
READING SYSTEM

NAME _____ SCORE _____

Reading with a system can help you learn more in less time than if you read from beginning to end as most people do. Taking good notes on your reading means that you do not have to reread the assignment in order to review and study for your test. Taking notes will help you remember what you read, but thinking about it and relating what you read to what you already know will ensure that you really *learn* what you have read.

PART I — Prepare to read your assignment

- A. Write down the reading assignment
- B. Review Section V of the Information Sheet, Steps for Using a Reading System.
- C. Have on hand all the tools you need.

EXAMPLES: Your class notebook or looseleaf paper, pencils or pens, a clock or watch

- D. Draw a line down the page of your notebook paper $\frac{1}{2}$ to $\frac{3}{4}$ the width of the page.

PART II

Follow the procedures below and check off each step as you complete it. Answer questions where required

(NOTE: These procedures have been tested and are proven to work. After you have used a system for several weeks, you will discover ways to adapt it to your own study habits. Your system will become a learning skill, and you will find that you are learning more in less time and with less effort.)

A. Survey the whole chapter

- | | |
|--|---|
| _____ 1. Title | _____ 4. Pictures, graphs, maps (read titles and all other information) |
| _____ 2. Section headings | |
| _____ 3. Everything printed in such a way as to get your attention | _____ 5. Questions at the end of the chapter |

- 6. In a few words, what is the overall purpose of the chapter?

ASSIGNMENT SHEET #3

7. How does this chapter fit in with what you've studied thus far?

- B. Read quickly until you are full of information, then stop.
- C. Put down your book.
- D. For 1 minute—60 seconds—write down the key ideas you missed.
- E. Go over your reading again, then write down any ideas you missed.
- F. Say the key ideas or key words out loud.
- G. Use a technique for remembering to record the key ideas in your mind.
- H. Use the right-hand column to note your associations, reactions, questions, and points that help you relate the reading to what you already know.
- I. Repeat steps B through E until you have finished the assignment.
- J. Organize your notes in some pattern, and write them in the space below.
- K. Wait 5-10 minutes, then review your notes.
- L. Review them later today.

ORGANIZED NOTES

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

ASSIGNMENT SHEET #4 — USE LIBRARY SKILLS TO RESEARCH A TOPIC

NAME _____ SCORE _____

There will be many times that you will need to look up material relevant to a topic. This information will be needed to solve problems, answer questions, write reports, or for your own knowledge. In this unit you were given instructions on how to research materials. Using this information, research a topic given to you by your instructor. Respond to each part of this assignment sheet using the information you gather. Use three different sources.

PART I

Write down all topics that might contain information you need.

PART II

List library resources from which you have taken the information.

ASSIGNMENT SHEET #4

PART III

Write down the most pertinent information from each article

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

ASSIGNMENT SHEET #4

PART IV

Summarize the information, writing down what you feel is most important.

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

ASSIGNMENT SHEET #5 — REEVALUATE LEARNING TECHNIQUES

NAME _____

SCORE _____

This assignment sheet has no right or wrong answers, and you will not receive a score. It is to be used to evaluate and assist you in studying more effectively.

	Yes	No
1. Is your notebook standard size (8 1/2 × 11) with looseleaf paper?	_____	_____
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3. Do you take notes in shorthand or use other abbreviations?	_____	_____
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5. Do you spend a great deal of time sorting papers before beginning to study?	_____	_____
6. Do you use notes in studying for an examination?	_____	_____
7. Do you review notes of the previous class before studying the assigned lesson?	_____	_____
8. Do you recopy notes taken in class so that the notebook will be neat?	_____	_____
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14. Are you frequently inattentive in class?	_____	_____
15. Do you sometimes write letters during a lecture hour?	_____	_____
16. Do you close your notebook, stack books, and get ready to leave before the bell rings for the end of class?	_____	_____

ASSIGNMENT SHEET #5

	Yes	No
17. Do you take all permissible "cuts" from class?	_____	_____
18. Do you turn in written assignments after the date due?	_____	_____
19. Do you frequently whisper to your neighbors during class?	_____	_____
20. If you receive a failing grade on a test, do you discuss it with the teacher?	_____	_____
21. Do you spend more time on subjects you like than on subjects you dislike?	_____	_____
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24. Is there adequate light for study?	_____	_____
25. Do you make an effort to reduce environmental distractions?	_____	_____
26. Do you study while reclining on the bed or in an easy chair?	_____	_____
27. Do you usually enjoy attending classes?	_____	_____
28. Do you have any articles on your desk that distract you while you are studying?	_____	_____
29. Can you get more done if you study in the library?	_____	_____
30. Do you frequently allow personal problems to interfere with your effort to study?	_____	_____
31. Are you familiar with the <i>Reader's Guide to Periodical Literature</i> ?	_____	_____
32. Do you understand the card catalog system used in your library?	_____	_____
33. Do you resent having your class or clinical laboratory work criticized?	_____	_____
34. Do you seek help without being told you need it?	_____	_____
35. Do you usually go to bed not later than 11 p.m.?	_____	_____
36. Do you plan time for outdoor exercise every day?	_____	_____

ASSIGNMENT SHEET #5

	Yes	No
37. Do you usually get up early enough to allow time for breakfast?	_____	_____
38. Do you find you daydream when you should be studying?	_____	_____
39. Have you ever planned a schedule of activities for a day?	_____	_____
40. If you plan for study and work, do you follow such a daily plan?	_____	_____
41. Do you sometimes study early in the morning?	_____	_____
42. Do you always study at night?	_____	_____
43. Do you sometimes study in a free hour between classes?	_____	_____
44. Are you able to recognize the important points in an assigned lesson?	_____	_____
45. Do you study charts, diagrams, and other illustrations in the lesson?	_____	_____
46. Do you use the numbered subpoints, topic headings, or other chapter breakdowns as guides to learning?	_____	_____
47. Do you try to include in your notes the statements stressed in lecture?	_____	_____
48. Do you often argue with a teacher about examination questions marked wrong?	_____	_____
49. Do you feel that your teacher grades unfairly?	_____	_____
50. Do you often feel you know the lesson, then fail a quiz given in class?	_____	_____
51. Do you usually read the lesson hurriedly, then repeat for detail?	_____	_____
52. Do you read the listing of topical outlines before reading the chapter?	_____	_____
53. Do you turn topical headings into questions for study?	_____	_____
54. Do you underline as a means of studying a lesson?	_____	_____
55. Do you take brief, meaningful notes while studying?	_____	_____

ASSIGNMENT SHEET #5

	Yes	No
56. Do you study with intent to remember material studied?	_____	_____
57. Is your handwriting illegible so that notes are hard to read?	_____	_____
58. Do you review the previous lesson before studying the assigned one?	_____	_____
59. Is more emphasis placed on passing the test than on learning the subject material?	_____	_____

Look at all the questions you answered, and decide what your strengths are. List them below.

Look at all the questions you answered, and decide what your weaknesses are. List them below.

ASSIGNMENT SHEET #5

List below ways you can improve your study skills and strengthen those weak areas.

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

ASSIGNMENT SHEET #6 — USE TECHNIQUES FOR REMEMBERING

NAME _____ SCORE _____

Straight memorizing is the least effective way to remember. Information that is connected to something you know will stay with you much longer. Complete these exercises to help you learn and remember the information in Section IV of the Information Sheet, Techniques for Taking Notes in Class and Section II, Techniques for Classroom Learning. Use this assignment sheet to review for the unit test.

A. Counting

1. How many items do you have to learn? _____

2. Write down a key word for each item. _____

3. Put the ideas in groups that make sense to you (no more than 4 groups).

4. How many groups? _____ Count the number of items in each group, and write it next to the group.

5. Make up a way to remember the number of groups and the number in each group.

ASSIGNMENT SHEET #6

B. Association

Choose one group from Question A, and make up associations that you can remember.

C. Visualization

Choose a different group from Question A, and make up a visual image. Describe it, or draw it. Key words _____

D. Sounding out

Choose a group from Question A (if you have more than two groups, choose one you haven't used), and make up a device to sound out the key words in the group.

Key words _____

Sound out _____

ASSIGNMENT SHEET #6

E. Shorten

Take the key word from all items on the list, and make a mnemonic device.

Key words _____

Mnemonic device _____

F. Practice writing out techniques for taking notes in class.

G. Do something else for 10 minutes.

ASSIGNMENT SHEET #6

H. Write the techniques for taking notes as well as you can without looking at your notes.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

I. How many did you remember? _____ How many did you forget? _____

J. Write the items you didn't remember on the extra lines above.

K. Make visualization or association devices for these items. Write them down.

L. Review the techniques in this exercise. Choose the ones that worked best for you, and use them to learn and remember Section II of the Information Sheet, Techniques for Classroom Learning.

(NOTE: Work on Section II at another time. Similar subjects are easier to learn if they are studied in *different* study sessions.)

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2

PART I — Evaluated to the satisfaction of the instructor

A. Check to see that notes are short and focus on major ideas. Credit the use of key words; deduct for full sentences.

B. Notes should have at least these points, although the organization may differ:

(NOTE: If you use your own lecture, be sure you have a list of main and subtopics.)

- I. Develop a positive "can-do" attitude
 - A. You have to want to learn in order to learn
 - B. You have to create an interest in learning
- II. Use techniques to keep yourself motivated
 - A. Relate what you are learning to something important to you
 - B. Become actively involved in learning
 - C. Set small realistic goals
 - D. Invent ways to encourage yourself
- III. Make study a habit
 - A. Schedule regular times to study
 - B. Have a regular study area
 - C. Review material on a regular schedule

(NOTE: Section III was on the board and must be included.)

PART II — Evaluated to the satisfaction of the instructor

A. Check to see that student has organized notes and has written in the right-hand column.

B. Suggested scoring:	12 key ideas	4 points each	48
	Notes are brief	8 points	8
	Used key words	8 points	8
	Readable notes	8 points	8
	Organized notes	8 points	8
	Related ideas	20 points	20
	Total		100

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

TEST

NAME _____

SCORE _____

1. Match terms associated with learning skills to their correct definitions. Write the correct numbers in the blanks.

- | | |
|---|--------------------|
| _____ a. Examine in a general way; get an overview | 1. Remembering |
| _____ b. A memory aid | 2. Key ideas |
| _____ c. Method or procedure used to develop skill | 3. Technique |
| _____ d. Gaining knowledge, understanding, or skill by study, instruction, or experience | 4. Mnemonic device |
| _____ e. Main points or important information taken from reading or lecture | 5. Learning |
| _____ f. Putting facts and ideas into long-term storage in the memory and being able to recall them on demand | 6. Survey |

2. State ten techniques for effective classroom learning.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

TEST

3. Match techniques for remembering to their correct descriptions. Write the correct numbers in the blanks.

- | | |
|--|--------------------|
| _____a. Make a mental picture | 1. Remembering |
| _____b. Make an image with sound | 2. Key ideas |
| _____c. Take parts of the material, such as key words or the first letters of the items in a list, and arrange them into your own pattern or mnemonic device | 3. Technique |
| _____d. Connect new information to something you already know | 4. Mnemonic device |
| _____e. Learn the number of items involved | 5. Learning |
| | 6. Survey |

4. State seven techniques for taking notes in class.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

5. Arrange in order steps for using a reading system. Write a "1" in the blank for the first step, a "2" for the second step, and so on.

- _____a. Say the key ideas or key words out loud
- _____b. Discuss with others
- _____c. Record it in your mind
- _____d. Review later, on a regular schedule
- _____e. Survey the whole chapter or unit
- _____f. Write down the key ideas immediately
- _____g. Read quickly until you are full of information, then stop

TEST

6. Select from the following list techniques for developing successful study habits. Write an "X" in the blank before each correct answer.

- _____a. Study for short period and take breaks
- _____b. Focus your attention on how quickly you can learn the material
- _____c. Study with the TV or radio on to help focus your concentration
- _____d. Study until you are tired enough to sleep well
- _____e. Schedule your study time for four solid hours a night
- _____f. Schedule a regular, uninterrupted time for studying
- _____g. Use whatever learning techniques are easiest
- _____h. Leave candy and cigarettes outside your study area
- _____i. Read all assignments aloud
- _____j. Have on hand the tools you need to work effectively
- _____k. Work in a quiet, well-lit, well-ventilated area
- _____l. Study through your lunch break so you will be alert and prepared for your afternoon classes
- _____m. Get or make a course outline and always look for the overall view of the material
- _____n. Read and re-read all material several times
- _____o. Stop studying when you get tired or begin making mistakes
- _____p. Focus your attention on your work

7. Describe the process of surveying a textbook.

TEST

8. Select from the list below rules for reading a textbook. Mark an "X" by each correct answer

- _____a. Underline all words
- _____b. Rely on one source of information
- _____c. Do not read to be reading; read to understand the information
- _____d. Concentrate on the subject matter
- _____e. Ask instructor for help if material is difficult for you to read
- _____f. Get into a reclining position to read
- _____g. Have snacks on hand to eat while studying
- _____h. Read for main ideas and important details
- _____i. Skip the summaries if you have already read the material

9. State points to consider when reading a textbook.

- a. _____
- b. _____
- c. _____
- d. _____

10. Arrange in order steps to follow when researching materials. Write a "1" in front of the first step, a "2" in front of the second, and so on.

- _____a. Read each article and write down in outline form the information most pertinent to the topic
- _____b. Write down all topics that may be covered in the area that you are researching
- _____c. Be able to summarize the information in a more formal way, depending on the use of the material
- _____d. Use a library source that gives you information on where to find the topics you have listed

TEST

(NOTE: Test items 11-16 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Evaluate learning techniques.
12. Take notes on a class lecture.
13. Complete textbook reading assignment using a reading system.
14. Use library skills to research a topic.
15. Reevaluate learning techniques
16. Use techniques for remembering.

DEVELOP EFFECTIVE LEARNING TECHNIQUES
UNIT II

ANSWERS TO TEST

1. a. 6 d. 5
 b. 4 e. 2
 c. 3 f. 1

2. Answer may include any ten of the following:
 - a. Develop a positive "can-do" attitude
 - b. Attend all classes
 - c. Be on time
 - d. Sit where you can see and hear and be seen and heard
 - e. Read and complete assignments
 - f. Preview the day's assignment before class
 - g. Come to class prepared to discuss and ask questions
 - h. Take careful, readable notes
 - i. Listen with your full attention
 - j. Ask questions when you don't understand
 - k. Review information as soon as possible after class
 - l. Get to know some other serious students

3. a. 2 d. 4
 b. 1 e. 3
 c. 5

4. Answer may include any seven of the following:
 - a. Be ready with your paper and pen before class starts
 - b. Use looseleaf paper and write on only one side
 - c. Write down key ideas only
 - d. Listen and watch for behavior that "signals" key ideas
 - e. Pay close attention to opening and closing remarks
 - f. Write down any idea the teacher repeats
 - g. Copy diagrams, charts and graphs from the board
 - h. Develop a shorthand form of writing that works for you
 - i. Organize your notes in a pattern that makes sense to you

5. a. 4 e. 1
 b. 7 f. 3
 c. 5 g. 2
 d. 6

ANSWERS TO TEST

6. a, f, j, k, m, o, p
7. Description should include:
- a. Begin survey by looking through book from front to back
 - b. Read the preface to see what the author wanted to accomplish with the book
 - c. Look through the table of contents to see what you will be studying
 - d. Look at the pictures
 - e. Notice the type of format the book uses
 - f. Survey one chapter to see how the author organizes his or her material
8. c, d, e, h
9. a. Information given in one author's point of view
b. Read everything, including charts, tables, footnotes, and graphs
c. Coordinate what you read with what you learn in the classroom; develop a system of taking lecture notes that can be used with notes taken from texts
d. Remember that the reason you are reading these books is to gain knowledge to be used when you begin practicing job skills
10. a. 3
b. 1
c. 4
d. 2
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor
14. Evaluated to the satisfaction of the instructor
15. Evaluated to the satisfaction of the instructor
16. Evaluated to the satisfaction of the instructor

EFFECTIVE TEST TAKING UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to use proven techniques to prepare for and take written tests. The student will show this knowledge by completing the assignment sheets and the unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Complete statements about techniques for preparing for tests during the course.
2. Select from a list techniques for preparing for a test.
3. State techniques for taking a test.
4. Distinguish techniques for answering different types of questions.
5. Describe techniques for taking an essay test.
6. Analyze your techniques for preparing for and taking a test.
7. Chart your test-taking track record.

EFFECTIVE TEST TAKING
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Transparency master: TM #1 — Get Out of Your Rut and on the Right Track
- D. Answer sheet
- E. Information sheet
- F. Assignment sheets
 - 1. Assignment Sheet #1 — Analyze Your Techniques for Preparing for and Taking a Test
 - 2. Assignment Sheet #2 — Chart Your Test-Taking Track Record
- G. Job Sheet #1 — Build a Barnaby Model Paper Airplane
- H. Test

II. Instructor's guide

(NOTE: The purpose of this unit is to provide students with specific techniques to improve test-taking skills and, consequently, their test scores. These techniques have been tested and proven with thousands of students.

The specific objectives themselves may be taught in 1-hour sessions over 5 days as suggested below, but successful application of the techniques will take 4-6 weeks. Therefore, it is extremely important that after teaching the content you devote a minimum of one-half hour a week in review and make certain your students follow through with Assignment Sheet #2 and encourage them to continue using the techniques. Suggested teaching schedule:

- | | |
|-------|--|
| Day 1 | Introduction to the unit, Assignment Sheet #1, and
Specific Objective 1 |
| Day 2 | Specific Objective 2 |
| Day 3 | Specific Objective 3 and Assignment Sheet #2 |
| Day 4 | Specific Objective 4 |
| Day 5 | Specific Objective 5 |

Objectives may be taught within one week or divided over a two-week period, with Objectives 4 and 5 taught in the second week.)

SUGGESTED ACTIVITIES

A. Order materials to supplement unit.

1. Films or videotapes

- a. *Your Study Skills: Taking Tests*. Color, 11 minutes, Coronet Films, available on videotape or 16 mm film. Struggling test-taking students write to a newspaper columnist asking specific questions about taking tests. "Cheerful Betty" responds with workable suggestions to help them estimate their test time, stick to the point, and follow instructions.
- b. *Study Strategy Series: Tests*. Color, 11 minutes, Coronet Films, available on videotape or 16 mm film. Tests are a fact of school life. Although there is no magical formula for passing them, this film offers some common-sense guides for taking them. These involve getting ready psychologically, emotionally, physically, and mentally.

(NOTE: These films are available to Oklahoma teachers on a free-loan basis from the Film Library, CIMC, Oklahoma State Department of Vo-tech Education, 1500 West Seventh, Stillwater, OK 74074-4364; or phone (405)377-2000, ext. 424. Teachers in other states may order both films from: Coronet Films, 108 Wilmot Road, Deerfield, IL 60015; or phone toll-free 1-800-621-2131; in Illinois call (312) 940-1260.)

B. Introduce unit.

1. State that taking tests is part of a vo-tech student's "job." Just as there are certain techniques and "tricks of the trade" in your subject/skill area, there are techniques that can make test taking easier and more successful.
2. Emphasize that improvement will be a long-range effort. As they learn new techniques and apply them, they will see a steady improvement in confidence and in test scores.
3. Stress that poor performance on a test does not necessarily imply ignorance. Point out that history is full of examples of successful people who failed tests in their fields: Einstein flunked math, famous economist John Maynard Keynes failed university economics, and one of Harry Truman's teachers described him as "slow." If you can recall experiences in which you misread the instructions, discovered successful (and/or unsuccessful) approaches toward test taking, share these with your students.
4. Have students discuss their own techniques for studying. Try to bring out problem areas. Students might be surprised to learn they share similar fears and difficulties.
5. Have students fill out Assignment Sheet #1 as a pre-test or point of reference from which to evaluate their progress. Suggest that students interpret their results as a temporary "here and now" situation. If they are in a test-taking rut, they can use Part I to help with specific problems. Part II is a survey of the techniques they use now. They will use this survey as a baseline and chart their improvement over their next 6 tests in Assignment Sheet #2.

SUGGESTED ACTIVITIES

C. Provide students with objective sheet. Ask them to scan the objectives and refer to the suggestions offered in Part I of Assignment Sheet #1.

D. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to discuss techniques for preparing for tests during the course.

- Present your students with the learning objectives you used for the last test in this course. If you have not developed specific objectives, discuss specifically, what you were testing for on the last test.
- Share with your students some of the experiences you had learning how your teachers stressed important information. Ask students how they know when *you* stress important information in a lecture and elicit examples of other instructor's methods. This is an enjoyable exercise for everyone.
- Show students how to set up and use a study schedule if they have not completed the unit on *Develop Learning Skills*.
- Stress that studying many hours is not as important as getting the most out of their study time. The 3-hour block is the maximum limit for effective study periods. Fifty-minute sessions interrupted by 10- to 15-minutes rest and recreation breaks are optimum scheduling. "Rest and recreation" implies physical activity such as playing with the dogs or kids or taking a bike ride to exercise tired muscles and relax the mind.
- Hand back the last test you gave, or ask them to bring in the test and go over the techniques in this section.

2. Use Information Sheet, Section II, to discuss techniques for preparing for a test.

- Show film or video, *Study Strategy Series: Tests*.

Use TM #1 to stimulate interest. Compare the rut of using old, limiting habits with the potential of using proven, healthy techniques to gain confidence, skill, and better grades. Draw the analogy of a tennis player who has good shoes and a top-quality racquet (techniques), coaching on the swing (techniques for answering different types of questions), good health habits and plenty of energy for the match—and practice!

- Stress that cramming is a "failure technique". Draw the picture of a person frantically and pathetically stuffing himself with food before he goes on a trip where food will be scarce. Crammers get to the test nervous, exhausted and in command of only a portion of the material they learned only hours before. Material is semi-memorized and confused. Compare with an athlete's training: consistent review and organized, concentrated studying at a reasonable pace; then arriving at the test arena confident and ready to play the game.

SUGGESTED ACTIVITIES

- Discuss the value of repeated review and its effect on long-term memory (see *Develop Learning Skills*) and recall.
 - Point out that relaxation before stress is useful in increasing concentration and clarity in thinking. Some stress-control experts recommend that students study far enough in advance that they can—and should—go to a movie the night before the test.
 - Have the students discuss their own techniques for preparing to succeed. Share yours with them.
 - Invite a rehabilitated drug user to visit the class and talk about the effect of taking drugs on grades and test performance.
3. Use Information Sheet, Section III, to present techniques for taking a test.
 - Show film or videotape, *Your Study Skills: Taking Tests*.
 - Go through their last tests and look for instances where students can apply these specific techniques.
 - Introduce Assignment Sheet #2. Stress that it is an on-going activity and will take several weeks to complete. Urge them to keep track of their progress and to compare later tests with their responses on Assignment Sheet #1. Check their assignment sheets periodically.
 - Stress that students must have reasonable expectations. The techniques can help students who make C's and make B's; they cannot help students who make D's to make A's. All students who practice these techniques will find that taking tests is easier and that they will make fewer mistakes.
 4. Use Information Sheet, Section IV, to present techniques for answering different types of test questions.
 - Suggest that these techniques are "inside information," "tricks of the trade" that can help them avoid mistakes and actually get better scores.
 - Stress the preparation and study sections for each type of question. Introduce sample questions from your subject area and let students provide examples of specific study techniques.
 - Divide students into 5 groups. Let each group make up a test (and provide answers!) over a section of the course content using different types of questions. For example, Group 1 write multiple choice questions on the first half of this week's reading; Group 2 write true-false questions; Group 3 write matching questions on skill-achievement objective, etc. Allow "trick questions." The whole class takes the test, using the techniques suggested in this section. Discuss how the techniques worked, which seemed most valuable to your students. Ask students to compare using these techniques with the way they usually approach a test.

SUGGESTED ACTIVITIES

5. Use Information Sheet, Section V, to help students develop skills in taking essay tests.

- Develop a broad essay question in your subject area. In class discussion, identify main points and supporting material and outline an acceptable answer. Then, select a different point of view, identify main points and support, then outline. Stress that both answers would be correct. Let students write practice essays following one of the outlines. Assist with the critiques.
- Assign a TV program (news) for all students to watch and outline. Make a videotape of the program to replay in class. Go over main points and outline form, and develop an essay question about the program, and let students practice writing the answer. Read some answers aloud for the class to analyze and critique.

E. Give test.

III. Unit references

- A. Colligan, Louise and Doug. *Scholastic's A + Guide to Good Grades*. New York: Scholastic, Inc., 1979.
- B. Kesselman-Turkel, Judi and Franklynn Peterson. *Study Smarts: How to Learn More in Less Time*. Chicago: Contemporary Books, Inc., 1981.

(NOTE: This short, easy-to-read booklet is an excellent resource for students who can use additional learning techniques and encouragement.)

Get Out of Your Rut and on the Right Track



If you keep doing the same things you've been doing — you'll never move on



GOOD
STUDY
SKILLS

GOOD
PREPARATION
MIND & BODY

TEST
TAKING
SKILLS

GETTING
BETTER

GOOD
for
YOU →

CONFIDENCE

READINESS



SUCCESS

SHORT CUTS
TRICKS OF THE
TRADE

When you are equipped with the right techniques you can go farther — faster & easier!

EFFECTIVE TEST TAKING UNIT III

INFORMATION SHEET

I. Techniques for preparing for tests during the course

A. Find out what material will be covered on the test.

EXAMPLE: Look back at the specific objectives for this unit.

A *specific objective* is a statement of information to be mastered or a skill to be achieved. For example:

The student should be able to label the parts of sewing machine (or gasoline engine, typewriter, lathe, computer, oxyacetylene torch, sphygmomanometer, etc.)

B. Find out what type of questions will be on the test.

(NOTE: The first page of this unit lists specific objectives to develop techniques for taking tests. Notice that the first word of each objective tells you the type of question you will have to answer and is a helpful study hint.)

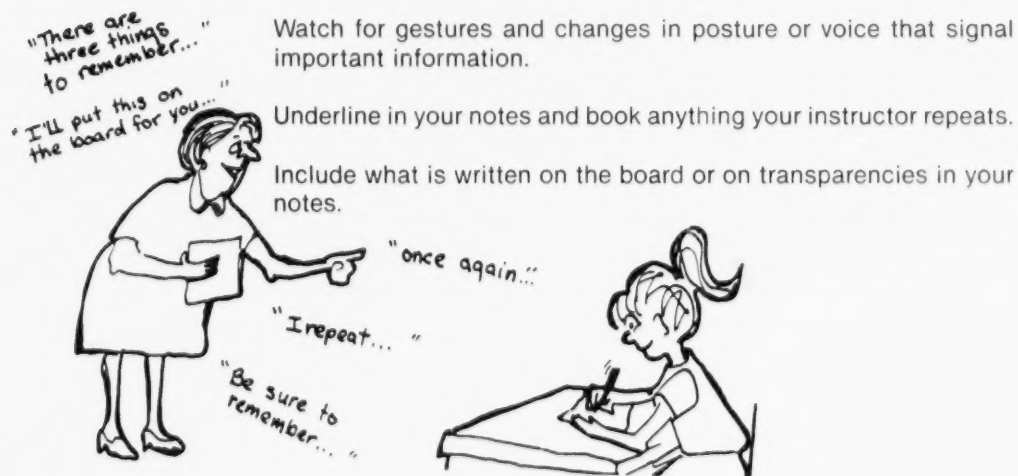
EXAMPLES: Multiple choice, true-false, completion, matching, short answer or essay; or a combination of these

C. Take good notes on reading and class discussion.

D. Listen and watch for clues from the instructor about the material to be covered.

EXAMPLES: "This is very important. . ."

"Be sure to remember that. . ."



INFORMATION SHEET

- E. Set up and use a study schedule starting 3-6 days before the test.

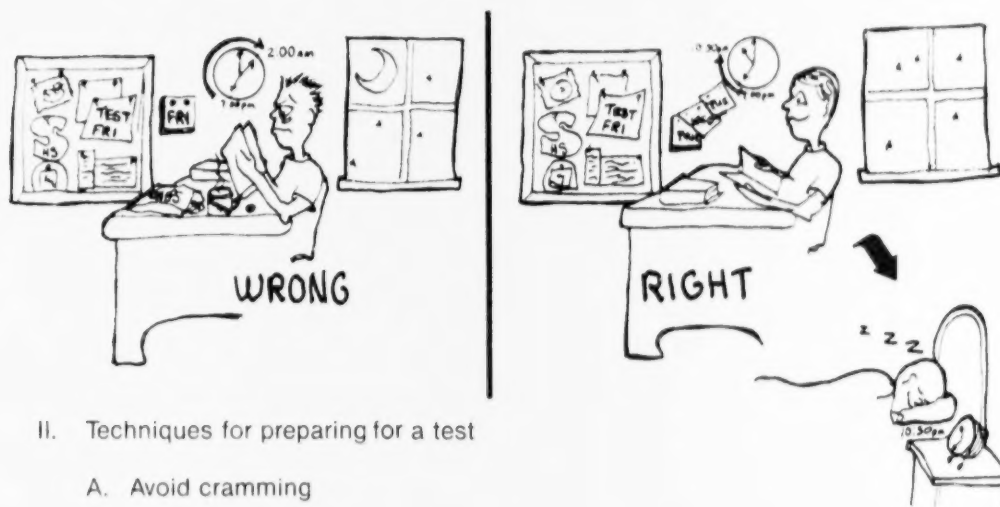
(NOTE: You will learn and remember more with repeated reviews over several days than in 1 or 2 long, intense study periods.)

- F. Increase your study sessions by 3-hour blocks.

(NOTE: Research on study habits shows that we can study most effectively for periods of no more than 50 minutes and that the ability to learn and remember drops off after 3 hours. The optimum schedule is to study in blocks of *no more* than 3 hours at a time.)

EXAMPLE: If 3 hours' study time was not enough for the last test, try studying 6 hours. If 6 hours are not enough, study 9 hours the next time and so on. Three-hour blocks stretched over several days are more effective than adding an extra block per day.

- G. Check old tests for content.



II. Techniques for preparing for a test

- A. Avoid cramming

(NOTE: Cramming is hazardous to your health and your grades. Research shows that by test time, you will retain only about 20% of the information you learned by cramming and you will be tired and more apt to make mistakes.)

- B. Review and pre-test yourself with your notes

(NOTE: Go over your notes and scan—**don't reread the book**. Organize the information in a way that makes sense to you. Then read your notes 5 times out loud. Write down key ideas or facts to be memorized. Choose items you think will be on the test, and make up your own test, then take it. This practice will help you learn and remember, and will give you confidence when you sit down for the real test.)

INFORMATION SHEET

- C. Get a good night's sleep

(NOTE: You will perform much better if you are rested and alert.)



- D. Get your body ready with exercise.

(NOTE: Get your circulation going, especially get blood to your brain.)

EXAMPLES: When you get up in the morning, jog in place for 5 minutes, take a short walk, practice yoga, or do pushups.



- E. Get your body ready with the proper food.

(NOTE: Eat a balanced meal and avoid donuts and other sugary foods that interfere with your ability to concentrate. Drink less coffee on test days—it increases your nervousness and decreases your ability to think clearly.)



- F. Scan your notes lightly before the test.

- G. Prepare yourself to succeed.

EXAMPLES: Get rid of unwanted tension—Do what works best for you; sit calmly and quietly and take deep breaths, jog or jump, take a 10-minute nap.

Drink a glass of water right before the test to rush blood to your head and help you think clearly.

- H. Stay off drugs.

(NOTE: Talk to people who are and were successful in school. Ask them to tell you about taking tests with and without drugs. The very fact that drugs make you *feel* differently tells you that they also make your *mind work differently*. Even drugs that make you "feel good" will slow down or block your thinking so that while you may "feel good" about your answers, the answers are often wrong.)

INFORMATION SHEET

III. Techniques for taking a test

- A. Arrive early or on time with everything you need.

EXAMPLES: Pens or good, soft-lead pencils (sharpened), good erasers, scratch paper, calculator, tissues, glass of water

- B. Listen carefully to all instructions and comments from your instructor.

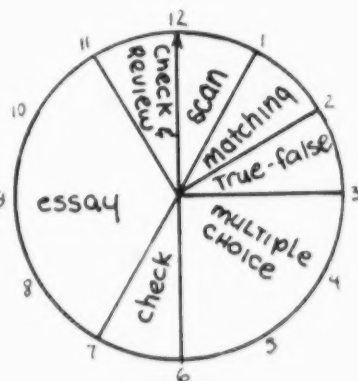
(NOTE: Ask questions when you don't understand. Go to the instructor during the test if you have a question.)

- C. Scan the entire test.

(NOTE: Read all the instructions to get a sense of what you are required to do. Notice the different types of questions, and make a quick estimate of how much time you need for each section of the test.)

- D. Schedule your time.

(NOTE: How long is the test? How many parts? Which parts are easy and will go quickly? Which parts are hard and will require more time? Look at the value of the questions and plan to give more time to those that will give you the most points. Be sure to leave time to check your answers.)



- E. Read all instructions and questions carefully, several times.

(NOTE: Most mistakes come from reading the questions wrong, especially on multiple-choice and true-false tests. Experts recommend reading instructions and questions 3 times and underlining important words.)



INFORMATION SHEET

F. Watch for clue words

(NOTE: To make sure you answer exactly what the question asks, underline the clue words and any other key ideas *before* you consider the answer.)

EXAMPLES:	good	always	most	all	not
	better	often	more	every	except
	best	usually	equal	most	
	bad	sometimes	less	many	
	worse	seldom	fewer	few	
	worst	rarely	least	none	
		never			

G. Answer easy questions first.

H. Mark questions that you don't know, skip them, and come back to them later.

I. Guess only when there is no penalty for wrong answers.

(NOTE: When the test is scored by the number of correct answers, it is generally safe to guess, especially on true-false questions. If the test is scored by subtracting the number of wrong answers from the right answers, leave the question blank.)

J. Review the entire test and check your answers.

(NOTE: Don't change any unless you have a *good reason*.)

K. Use all the time allowed.

(NOTE: Even if you finish before the test period is over, take the full amount of time to check your answers and look over the whole test. The people who turn in their papers first usually make an A+ or an F. Take your time. Be proud to be the last person to turn in your paper!)



INFORMATION SHEET

IV. Techniques for answering different types of questions

(NOTE: For all types of questions: (1) read the instructions *three times*, (2) underline important words, (3) scan the entire section, and (4) answer easy questions first.)

Type of question	Preparation and study	Test procedures	Tip for success
MULTIPLE CHOICE Columbus discovered America in: A. 1342 B. 1492 C. 1249	Study facts, dates, and definitions. Compare similar important ideas, noting similarities and differences.	Try to figure out the correct answer before reading the choices. Eliminate wrong answers.	Clue words include <i>best</i> , <i>most</i> , <i>least</i> , <i>correct</i> , <i>incorrect</i> and similar words. Underline these.
TRUE-FALSE T F Columbus discovered America in 1249.	Memorize facts, dates, rules and important statements. Review often.	Read carefully. Work quickly, answer questions you know immediately. Guess if there is no penalty for wrong answers.	If any part of the statement is false, the whole statement is false. Usually more statements are true than are false. Watch for clue words such as <i>all</i> , <i>none</i> , <i>only</i> , <i>always</i> , <i>never</i> , <i>generally</i> , <i>probably</i> , <i>seldom</i> .
MATCHING ___a. + 1. minus ___b. + 2. plus ___c. + 3. divide ___d. + 4. times	Practice connecting words, facts and phrases. Write a column of important terms then write the words associated with the terms.	Scan both columns quickly. Work first down the column having the longest phrases (these contain more clues.) Work on the easiest items first, cross out items as you use them (unless some answers are used more than once). Count the numbers and letters when you are finished to make sure you haven't omitted any or used the same one twice.	The most common connections are: Names with achievements or actions Laws or rules with dates, founders or functions Locations with important events
FILL-IN OR COMPLETION Columbus discovered America in: _____	Review and memorize facts. List major ideas and write down key words or facts associated with them.	On difficult questions list as many words as you can think of that <i>might</i> complete the statement. Use the margin or back of the page. Try each answer; use the one that looks most familiar.	"An" before a blank means the missing word begins with a vowel. Look for plurals; look for verb clues such as <i>are</i> or <i>is</i> , <i>have</i> or <i>has</i> . Notice the length of the blank.
SHORT ANSWER Who discovered America in what year?	Memorize names, places, dates, facts, rules and important statements. Study lecture notes for key ideas from the instructor.	Move quickly through the test. Use correct terms for the subject area. Complete sentences are usually not necessary.	Write what you know and move to the next question. You may be able to get partial credit for what you do know. For example, if you can't remember 1492, use "the late 1400's" or "the 1490's".

INFORMATION SHEET

V. Techniques for taking an essay test

(NOTE: Essay questions ask you to organize the information and, often, to present your own ideas about the material. A "right" answer depends on clear, well-written statements supported by facts and examples. Pay attention to your instructor's pet theories and opinions, and include these in your answer when possible.)

A. Study to get an overview of the material

(NOTE: Study underlined sections in your notes and text, review headings and subheadings. List main ideas and supporting examples as you study.)

B. Read directions carefully and underline clue words.

EXAMPLES:

Compare—discuss similarities and differences

Contrast—discuss differences

Interpret—discuss your ideas about the subject, and support them with reasoning and examples from your text and notes

Define—state the major characteristics or qualities using the correct terms for the subject area

Describe—state characteristics, qualities or procedures

Evaluate—present the pros and cons

Discuss—select your own point of view (compare, interpret, evaluate, etc.), present main ideas and connect them together; use examples

Justify—back up the idea or statement with reasoning, facts, and examples

Summarize—state all major points

Prove—show that a statement or an idea is true and its opposite is false; support with facts, examples and reasoning

Criticize—discuss the strengths and weaknesses of the subject

Explain—state the procedures, show how main points or events combine to make up the whole idea

C. Budget your time.

EXAMPLE:

<i>If the answer requires</i>	<i>allow</i>	<i>use</i>
20-30 words	2-5 minutes	main point only
50-75 words	10-15 minutes	1 support for each main point
100-150 words	20-30 minutes	2 supports for each main point
300-500 words	45-60 minutes	3 supports for each main point

INFORMATION SHEET

- D. Outline your answers, including examples, on a separate piece of paper.

EXAMPLE: Jane Auel used Iza the clan healer and Creb the Mog-ur (witch doctor) as the main characters to **contrast** with Ayla the human in *The Clan of the Cave Bear*. **Discuss.**

- A. Ayla was an outsider to the clan

1. she represented the coming of the new
2. she needed to be accepted
3. she needed to learn the skills to survive

- B. Iza was the physical doctor

1. had secret knowledge of healing
2. could teach Ayla about herbs and healing plants to make her valuable to the clan
3. was granted special privileges in the clan so Ayla could do things other women were not allowed to do
 - a. allowed to live without a husband
 - b. had influence with Creb

- C. Creb was the spiritual doctor

1. had secret knowledge of the spirit world
2. could teach Ayla the values of the clan
3. was granted special privileges in the clan so he could give Ayla special privileges and protect her from the others

- E. Write a clear opening statement of your main idea

(NOTE: Spend some time on your opening statement and get it as clear and well written as you can.)

EXAMPLE: By contrasting the human Ayla with the primitive clan members Iza and Creb, Jane Auel insured that Ayla received the physical and spiritual knowledge she would need to survive in the clan and in the wilderness.

- F. Provide enough support to demonstrate the idea (see item C above).

EXAMPLES: Facts, names, dates, examples, reasoning

INFORMATION SHEET

G. Connect ideas together

(NOTE: Be sure to connect ideas according to the purpose of the question, i.e. discuss, contrast, compare, explain.)

EXAMPLE: As Iza was the guardian of the body, Creb was guardian of the spirit.

Use phrases such as:
In contrast, On the other hand
Similarly, In much the same way
First. . .second. . .third, the next step
Of greater importance

H. Present only one main point in a paragraph.

I. Use your time to show what you know.

(NOTE: Don't write about what you don't know. Instead, use additional examples or explanations to develop your ideas.)

J. Use key phrases, words, and statements from your instructor's lectures.

K. Read over your answer.

(NOTE: Check your reasoning, spelling, grammar, and penmanship. Teachers unconsciously give lower grades to answers that are hard to read than to answers that are easy to read.)

L. Go over the graded test, and use it to plan a strategy for your next test.

EFFECTIVE TEST TAKING
UNIT IIIASSIGNMENT SHEET #1 — ANALYZE YOUR TECHNIQUES FOR PREPARING FOR
AND TAKING A TEST

NAME _____

SCORE _____

Take a short survey of the way you study for a test and the way you actually take a test. You can compare your present methods (and grades) with your performance after you have studied the unit and learned effective techniques that will make test-taking easier and help you improve your grades.

PART I

What type of test-taker are you? Write an "X" in the blank that best describes the way you feel. Turn the page to find out what this unit can do for you.

- _____a. I like taking tests and am generally satisfied with my grades.
- _____b. I dread taking a test, but I generally do well.
- _____c. I study and know the material the night before, but I seem to forget what I learned when I take the test.
- _____d. I "freeze up" when I get to the test.
- _____e. I don't study enough, and I don't make the grades I know I could make.
- _____f. I study a long time, but I don't do well on tests.
- _____g. I make good grades in the subjects I like and don't do as well in subjects I don't like.
- _____h. I study very little, but I do okay on tests and am satisfied with my grades.

ASSIGNMENT SHEET #1

Read the section below that corresponds with the letter you checked on page one. You'll find suggestions for how you can use this unit to improve your grades and make test-taking easier.

- A. Sections I-IV can add to your efficiency in preparing for tests. Sections V and VI will give you some hints that can help shorten your study time and your test-taking time.
- B. This unit will help you be better prepared so that you feel more confident, have less anxiety, and maybe even enjoy taking a test.
- C. Use the techniques in Section I to improve your learning during the course. Use the techniques in Section II, III, and IV to help you perform better on the day of the test.
- D. Study all parts of this unit to increase your confidence. These techniques have been tried and proven by research and used by thousands of students to make test-taking easier and more successful.
- E. Your best bet is first to set up and stick to a study schedule. This unit will teach you some "tricks of the trade" that will make your study time pay off and make test-taking easier. Ask your instructor for a copy of *Develop Learning Skills* and for other suggestions on how to improve your study habits.
- F. Study for shorter periods over several days. See Sections I and II. Check with your instructor for some suggestions on how to improve your study habits.
- G. The techniques in this unit can help raise those lower grades. Your teacher may be able to suggest some additional resources to help you study more effectively for the courses you're not as interested in.
- H. Even if you don't change your study habits, the techniques in this unit can give you some shortcuts and help you perform better on your tests.

ASSIGNMENT SHEET #1

PART II

Name _____ Score _____

A. Answer the following questions about the last test you studied for.

1. What was your grade on the test? _____
2. How many days before the test did you begin studying? _____
3. How many hours a day did you study? _____
4. How many total hours did you study? _____
5. What is the hardest part of taking a test for you? _____

6. Describe your usual study procedure. How did you study for the test? (From notes? From the book? Did you memorize? Did you write, speak out loud? How many times did you review the same material, etc.?)

[illegible]

ASSIGNMENT SHEET #1

B. Write an "X" in the blank that best describes how you prepare for a test.

DURING THE COURSE	Yes	No	DURING THE TEST	Yes	No
I find out exactly what material will be covered on the test.	—	—	I arrive on time with everything I need.	—	—
I find out what type of questions will be asked (true-false, matching, essay, etc.).	—	—	I listen carefully to instructions and comments from the instructor.	—	—
I take notes on my reading and on classroom lectures.	—	—	I scan the entire test.	—	—
I have a study schedule.	—	—	I schedule my time.	—	—
I stick to my schedule.	—	—	I read all instructions and questions several times.	—	—
I keep my old tests and study them.	—	—	I answer the easy questions first.	—	—
BEFORE A TEST			I mark questions I don't know, I skip them, and come back to them later.	—	—
I avoid cramming.	—	—	I guess when there is not penalty for guessing.	—	—
I study for several days.	—	—	I review the entire test and check my answers.	—	—
I go to bed early and get a good night's sleep.	—	—	I use all the time allowed.	—	—
I exercise to get blood to my brain.	—	—	Totals — Yes — No		
I get my body ready with the proper food.	—	—			
I scan my notes lightly.	—	—			
I have special activities or "tricks" to help me succeed.	—	—			
I stay away from drugs such as alcohol, speed, marijuana, a lot of caffeine and sugar.	—	—			

EFFECTIVE TEST TAKING UNIT III

ASSIGNMENT SHEET #2 — CHART YOUR TEST-TAKING TRACK RECORD

NAME _____ SCORE _____

Get out of your rut! Complete this chart for the next 6 tests, and watch how you improve your ability to take tests and improve your grades. Be honest with yourself so you can get a true picture of your progress.

PART I TEST #1

A. Course _____ Date of test _____

B. Material covered _____

C. Scores for types of questions:

_____ True-False _____ Matching _____ Short answer
 _____ Multiple choice _____ Fill-in or completion _____ Essay

D. Check the appropriate square to show whether you used the techniques below.

Yes	No

Knew material to be covered
 Knew types of questions
 Took notes on reading and lectures
 Got clues from instructor
 Set up a study schedule
 Used my schedule
 Increased study time in 3-hour blocks
 Did not cram
 Reviewed and pre-tested myself with notes
 Got a good night's sleep
 Exercised on the day of the test
 Ate the proper food on the day of the test
 Scanned my notes lightly before the test

Yes	No

Prepared myself to succeed
 Stayed off of drugs
 Arrived on time with everything I needed
 Listened to all instructions
 Scanned the entire test
 Scheduled my time
 Read everything on test several times
 Watched for clue words
 Answered easy questions first
 Marked questions I didn't know, skipped them and came back to them
 Guessed when there was no penalty
 Reviewed the entire test and checked my answers
 Used all the time allowed

Total _____ Yes _____ No _____

ASSIGNMENT SHEET #2

TEST #1 (con't)

E. Number of days you started studying before the test.

1	2	3	4	5	6	over 6

F. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

G. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

H. Grade you received _____ Grade you expected _____

I. How satisfied are you with your performance on this test?

____ Very satisfied

____ Somewhat disappointed

____ Satisfied

____ Very disappointed

J. What strategies will you use for Test #2? _____

Go to PART II

ASSIGNMENT SHEET #2

PART I TEST #2

A. Course _____ Date of test _____

B. Material covered _____

C. Scores for types of questions:

_____ True-False _____ Matching _____ Short answer
 _____ Multiple choice _____ Fill-in or completion _____ Essay

D. Check the appropriate square to show whether you used the techniques below.

Yes	No

Knew material to be covered

Knew types of questions

Took notes on reading and lectures

Got clues from instructor

Set up a study schedule

Used my schedule

Increased study time in 3-hour blocks

Did not cram

Reviewed and pre-tested myself with notes

Got a good night's sleep

Exercised on the day of the test

Ate the proper food on the day of the test

Scanned my notes lightly before the test

Yes	No

Prepared myself to succeed

Stayed off of drugs

Arrived on time with everything I needed

Listened to all instructions

Scanned the entire test

Scheduled my time

Read everything on test several times

Watched for clue words

Answered easy questions first

Marked questions I didn't know, skipped them and came back to them

Guessed when there was no penalty

Reviewed the entire test and checked my answers

Used all the time allowed

Total _____ Yes _____ No

ASSIGNMENT SHEET #2

TEST #2 (con't)

E. Number of days you started studying before the test.

1	2	3	4	5	6	over 6

F. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

G. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

H. Grade you received _____ Grade you expected _____

I. How satisfied are you with your performance on this test?

_____ Very satisfied _____ Somewhat disappointed
 _____ Satisfied _____ Very disappointed

J. What strategies will you use for Test #3? _____

Go to PART II

ASSIGNMENT SHEET #2

PART I TEST #3

A. Course _____ Date of test _____

B. Material covered _____

C. Scores for types of questions:

_____ True-False _____ Matching _____ Short answer
 _____ Multiple choice _____ Fill-in or completion _____ Essay

D. Check the appropriate square to show whether you used the techniques below.

Yes	No

Knew material to be covered

Knew types of questions

Took notes on reading and lectures

Got clues from instructor

Set up a study schedule

Used my schedule

Increased study time in 3-hour blocks

Did not cram

Reviewed and pre-tested myself with notes

Got a good night's sleep

Exercised on the day of the test

Ate the proper food on the day of the test

Scanned my notes lightly before the test

Yes	No

Prepared myself to succeed

Stayed off of drugs

Arrived on time with everything I needed

Listened to all instructions

Scanned the entire test

Scheduled my time

Read everything on test several times

Watched for clue words

Answered easy questions first

Marked questions I didn't know, skipped them and came back to them

Guessed when there was no penalty

Reviewed the entire test and checked my answers

Used all the time allowed

Total _____ Yes _____ No

ASSIGNMENT SHEET #2

TEST #3 (con't)

E. Number of days you started studying before the test.

1	2	3	4	5	6	over 6

F. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

G. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

H. Grade you received _____ Grade you expected _____

I. How satisfied are you with your performance on this test?

_____ Very satisfied	_____ Somewhat disappointed
_____ Satisfied	_____ Very disappointed

J. What strategies will you use for Test #4? _____

Go to PART II

ASSIGNMENT SHEET #2

PART I TEST #4

A. Course _____ Date of test _____

B. Material covered _____

C. Scores for types of questions:

_____ True-False _____ Matching _____ Short answer
 _____ Multiple choice _____ Fill-in or completion _____ Essay

D. Check the appropriate square to show whether you used the techniques below.

Yes	No

Knew material to be covered

Knew types of questions

Took notes on reading and lectures

Got clues from instructor

Set up a study schedule

Used my schedule

Increased study time in 3-hour blocks

Did not cram

Reviewed and pre-tested myself with notes

Got a good night's sleep

Exercised on the day of the test

Ate the proper food on the day of the test

Scanned my notes lightly before the test

Yes	No

Prepared myself to succeed

Stayed off of drugs

Arrived on time with everything I needed

Listened to all instructions

Scanned the entire test

Scheduled my time

Read everything on test several times

Watched for clue words

Answered easy questions first

Marked questions I didn't know, skipped them and came back to them

Guessed when there was no penalty

Reviewed the entire test and checked my answers

Used all the time allowed

Total _____ Yes _____ No

ASSIGNMENT SHEET #2

TEST #4 (con't)

E. Number of days you started studying before the test.

1	2	3	4	5	6	over 6

F. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

G. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

H. Grade you received _____ Grade you expected _____

I. How satisfied are you with your performance on this test?

_____ Very satisfied

_____ Somewhat disappointed

_____ Satisfied

_____ Very disappointed

J. What strategies will you use for Test #5? _____

Go to PART II

ASSIGNMENT SHEET #2

PART I TEST #5

A. Course _____ Date of test _____

B. Material covered _____

C. Scores for types of questions:

_____ True-False _____ Matching _____ Short answer
 _____ Multiple choice _____ Fill-in or completion _____ Essay

D. Check the appropriate square to show whether you used the techniques below.

Yes	No

Knew material to be covered

Knew types of questions

Took notes on reading and lectures

Got clues from instructor

Set up a study schedule

Used my schedule

Increased study time in 3-hour blocks

Did not cram

Reviewed and pre-tested myself with notes

Got a good night's sleep

Exercised on the day of the test

Ate the proper food on the day of the test

Scanned my notes lightly before the test

Yes	No

Prepared myself to succeed

Stayed off of drugs

Arrived on time with everything I needed

Listened to all instructions

Scanned the entire test

Scheduled my time

Read everything on test several times

Watched for clue words

Answered easy questions first

Marked questions I didn't know, skipped them and came back to them

Guessed when there was no penalty

Reviewed the entire test and checked my answers

Used all the time allowed

Total _____ Yes _____ No

ASSIGNMENT SHEET #2

TEST #5 (con't)

E. Number of days you started studying before the test.

1	2	3	4	5	6	over 6

F. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

G. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

H. Grade you received _____ Grade you expected _____

I. How satisfied are you with your performance on this test?

_____ Very satisfied
 _____ Somewhat disappointed
 _____ Satisfied
 _____ Very disappointed

J. What strategies will you use for Test #6? _____

Go to PART II

ASSIGNMENT SHEET #2

PART I TEST #6

A. Course _____ Date of test _____

B. Material covered _____

C. Scores for types of questions:

_____ True-False _____ Matching _____ Short answer

_____ Multiple choice _____ Fill-in or completion _____ Essay

D. Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
		Knew material to be covered			Prepared myself to succeed
		Knew types of questions			Stayed off of drugs
		Took notes on reading and lectures			Arrived on time with everything I needed
		Got clues from instructor			Listened to all instructions
		Set up a study schedule			Scanned the entire test
		Used my schedule			Scheduled my time
		Increased study time in 3-hour blocks			Read everything on test several times
		Did not cram			Watched for clue words
		Reviewed and pre-tested myself with notes			Answered easy questions first
		Got a good night's sleep			Marked questions I didn't know, skipped them and came back to them
		Exercised on the day of the test			Guessed when there was no penalty
		Ate the proper food on the day of the test			Reviewed the entire test and checked my answers
		Scanned my notes lightly before the test			Used all the time allowed

Total _____ Yes _____ No _____

ASSIGNMENT SHEET #2

TEST #6 (con't)

E. Number of days you started studying before the test.

1	2	3	4	5	6	over 6

F. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

G. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

H. Grade you received _____ Grade you expected _____

I. How satisfied are you with your performance on this test?

____ Very satisfied

____ Somewhat disappointed

____ Satisfied

____ Very disappointed

J. What strategies will you use for Test #7? _____

Go to PART II

ASSIGNMENT SHEET #2

Name _____

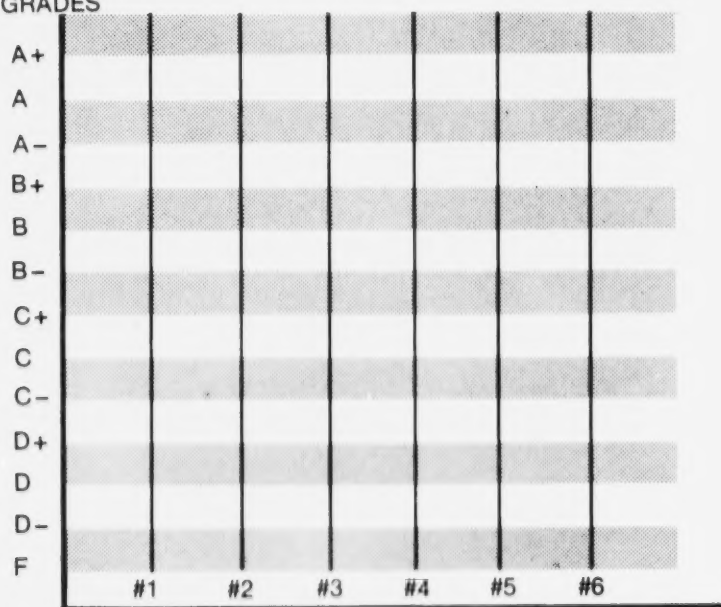
PART II

Using the information from Part I, fill in this chart after each test.

Test #	TECHNIQUES USED		DAYS OF STUDY BEFORE TEST								HOURS OF STUDY					Grade
	# of Yes	# of No	1	2	3	4	5	6	6+	0-3	3-6	6-9	9-12	12+		
1																
2																
3																
4																
5																
6																

GRAPH YOUR PROGRESS

GRADES



EFFECTIVE TEST TAKING
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor.

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor.

EFFECTIVE TEST TAKING
UNIT III

TEST

NAME _____ SCORE _____

1. Complete the following statements about preparing for tests during the course. Write the correct word or words in the blanks.
 - a. Find out what _____ will be covered on the test.
 - b. Find out what type of _____ will be on the test.
 - c. Take good _____ on reading and class discussion.
 - d. Listen and watch for _____ from the instructor about the material to be covered.
 - e. Set up and use a _____.
 - f. Increase your study sessions by _____.
 - g. Check old tests for _____.
2. Select from the list below techniques for preparing for a test. Write an "X" in the blank before each correct answer.
 - ____ a. Stay off of drugs.
 - ____ b. Study your notes and reread the chapter the morning of the test.
 - ____ c. Get your body ready with the proper food.
 - ____ d. Study as long as you can stay awake the night before the test.
 - ____ e. Scan your notes lightly before the test.
 - ____ f. Review and pre-test yourself with your notes.
 - ____ g. Reread all the required material within three days of the test.
 - ____ h. Get a good night's sleep.
 - ____ i. Drink coffee and eat a candy bar or donut for plenty of energy at test time.
 - ____ j. Allow yourself an extra hour of relaxation time just before the test.

TEST

- _____k. Get your body ready with exercise.
- _____l. Get your mind ready with meditation or prayer.
- _____m. Get plenty of rest the day of the test.
- _____n. Prepare yourself to succeed.

3. State 10 techniques for taking a test.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

- f. _____

- g. _____

- h. _____

- i. _____

- j. _____

TEST

4. Distinguish techniques for answering different types of questions. Write "MC" in the blank if the technique applies to a multiple choice question, "TF" if it applies to a true-false question, "MA" if it applies to a matching question, "FI" if it applies to a fill-in question, and "SA" if it applies to a short-answer question. Some items will have more than one answer.

- _____ a. Eliminate wrong answers.
- _____ b. Memorize facts.
- _____ c. Study lecture notes for key ideas from the instructor.
- _____ d. Count the numbers or letters when you are finished to make sure you haven't omitted any or used the same one twice.
- _____ e. Watch for clue words such as *all, none, only, always, never, generally, probably, seldom*.
- _____ f. The most common connections are: Names with achievements or actions; laws or rules with dates, founders, functions; and locations with important events.
- _____ g. Compare similar important ideas, noting similarities and differences.
- _____ h. Associated words or terms and facts.
- _____ i. Work quickly.
- _____ j. Try each answer and use the one that looks most familiar.
- _____ k. Guess if there is no penalty for wrong answers.
- _____ l. Use correct terms for the subject area.
- _____ m. Clue words include *best, most, least, correct, incorrect*, and similar words.
- _____ n. Write what you know and move to the next question.
- _____ o. Look for plurals; look for verb clues such as *are* or *is, have* or *has*.

5. Describe 5 techniques for taking an essay test. Support each answer with at least one explanation or example. The examples may be taken from your own experience.

- a. _____

TEST

b.

c.

TEST

- d. _____

- e. _____

(NOTE: Test questions 6 and 7 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

6. Analyze your techniques for preparing for and taking a test.
7. Chart your test-taking track record.

EFFECTIVE TEST TAKING

UNIT III

ANSWERS TO TEST

(NOTE: Extra credit may be given if student has underlined clue words in the instructions.)

1.
 - a. material
 - b. questions
 - c. notes
 - d. clues
 - e. study schedule
 - f. 3-hour blocks
 - g. content
2. a, c, e, f, h, h, k, n
3. Answer may include any ten of the following:
 - a. Arrive early or on time with everything you need.
 - b. Listen carefully to all instructions and comments from your instructor.
 - c. Scan the entire test.
 - d. Schedule your time.
 - e. Read all instructions and questions carefully, several times.
 - f. Watch for clue words.
 - g. Answer easy questions first.
 - h. Mark questions that you don't know, skip them, and come back to them later.
 - i. Guess only when there is no penalty for wrong answers.
 - j. Review the entire test, and check your answers.
 - k. Use all the time allowed.
4.

a. MC	f. MA	k. TF
b. TF, FI, SA	g. MC	l. SA
c. SA	h. FI, MA	m. MC
d. MA	i. TF, SA (MA)	n. SA
e. TF	j. FI	o. FI

5. Answer may include any five of the following:

(NOTE: Check to be sure that examples support the main point. Check spelling and grammar.)

- Study to get an overview of the material.
- Read directions carefully, and underline clue words.
- Budget your time.
- Outline your answer, including examples, on a separate piece of paper.
- Write a clear opening statement of your main idea.
- Provide enough support to demonstrate the idea fully.

ANSWERS TO TEST

- g. Connect ideas together.
 - h. Present only one main point in a paragraph.
 - i. Use your time to show what you know.
 - j. Use key phrases, words, and statements from your instructor's lecture.
 - k. Read over your answer.
 - l. Go over your graded test, and use it to plan a strategy for your next test.
6. Evaluated to the satisfaction of the instructor.
7. Evaluated to the satisfaction of the instructor.